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ABSTRACT

This project established seven regional demonstration centers for the teacher training products known as minicourses, designed by the Far West Laboratory for Educational Research and Development. The goals of these centers were identified as increased user awareness, the establishment of an environment in which educators could evaluate the minicourses, the linkage of prospective users with appropriate minicourse agencies, and the effective demonstration of the impact a research and development project could be capable of producing in an actual school setting. This report contains the results of the project, largely in statistical form. Descriptions of various minicourse programs and activities are given. The names and addresses of persons and institutions who participated in the research are listed, and the results of the minicourse evaluation exercises are both narrated and tabulated. Appended are copies of letters requesting proposals, final reports from centers, and a copy of the telephone survey instrument. Many forms and incidental tables, statistics, and resources are also included. (LH)

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Final Report

Contract No. OEC-0-71-3634

A Project to increase the utilization of Minicourses through seven (7) regional demonstrations in accordance with exhibit A, the contractors proposal 1-0468 and letters modifying the proposal dated April 13, 1971 and May 6, 1971.

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Sponsor: National Center for Educational Communication
U.S. Office of Education
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AUTHOR'S ABSTRACT

This project established seven regional Demonstration Centers for the teacher training products, Minicourses, of the Far West Laboratory for Educational Research and Development. The goals of these Centers were to:

1. attract awareness and interest of prospective users,
2. provide a setting in which educators could evaluate Minicourses,
3. link prospective users with agencies that could effect utilization of Minicourses,
4. demonstrate the impact of an R&D product in schools.

In addition, the project included an analysis of demonstrations as a technique for dissemination, by means of a follow-up study investigating decision-making behavior and the utility of a visit to a Center.

The demonstration sites were successful in making contacts with educators and stimulating interest in Minicourses. Other conclusions of the project include:

- Interpersonal communication is the preferred channel for information on innovations.
- The decision-making process varies greatly between schools; few generalizations are possible.
- The skills of those conducting demonstrations and their knowledge of schools in the area were critical to success--more so than the type of institution.
- The short-range success of an educational innovation may be highly related to its congruence with customary budget categories in schools.

Table of Contents

	Page
Preface	i
List of Tables	ii
Introduction	1
Procedures	3
Results	6
1. The Preliminary Stages	6
2. The Demonstration Effort	8
3. Telephone Follow-up Study	14
4. Minicourse Adoptions in Regions Serviced by the 1971-72 Project	29
Conclusion	34
Appendix	37
Letter requesting proposals	37
Announcement of trial demonstrations	41
May, 1971 Mailing	42
Final reports from Centers	45
Telephone survey instrument	93
Tables	94

Preface

The authors thank all the educators who participated in this project, particularly the Demonstration Center coordinators: Robert Schell and Helen McLain, Pennsylvania Department of Education; Lois Ellis, Los Angeles County Schools; Louise Dieterle, Illinois State University; Veryle Martin, District of Columbia Public Schools; Joseph Tasse, University of Wisconsin Extension Division; Elizabeth C. Wilson, Teachers College, Columbia University.

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List of Tables

NUMBER		PAGE
1	Responses to Preliminary Mailing	7
2	Number of visitors to Demonstration Centers	9
3	Site Visitors by Category	9
4	Percentages of Visitors Familiar with Minicourses	10
5	Utility of the Demonstration	11
6	Percentage Hearing About Demonstrations Through Various Methods	12
7	Responses: "With whom did you talk?"	13
8	Percentage Who Feel Minicourses Can Contribute	15
9	Visitors Who Would Borrow	16
10	Had you heard of method?	17
11	Has participation enhanced your understanding?	17
12	Did you take any literature with you?	17
13	Would you like other information to evaluate?	18
14	Does your school need other information to decide?	18
15	Do you have enough information to decide?	18
16	Did you indicate interest in previewing?	19
17	Have you been contacted by Macmillan?	19
18	Are you interested in having Minicourse?	20
19	What are the chances you will use next year?	20
20	Have you spoken to anyone about Minicourse?	21
21	Have you heard from teachers?	21
22	Administrators report of teacher reaction	21
23	What other actions have you taken?	22
24	Who makes the decision to rent or purchase?	23
25	Who makes the ultimate decision?	24
26	How long does it take to decide?	24
27	How is rental or purchase funded?	24
28	Is your school/district eligible for Federal funds?	25
29	Is the problem funding?	25
30	Do you think Minicourse are too expensive?	25
31	Do you know what it costs?	26
32	Do you feel unit cost may be too high?	26
33	Did you know unit cost?	26
34	Would cost or logistics of installing be a drawback?	27
35	What are some installation problems?	27
36	Are you responsible for these operations	27
37	Which is the greater problem?	28
38	Do you have handbook?	28
39	Requests to preview	30
40	Prospect of using	31
41	Number of purchases and rentals	32
42	Estimate of teachers benefiting	33
43	Visitors having videotaping equipment	98
44	Requests for information on other products	99

INTRODUCTION

This project grew out of the Laboratory's concern that millions of dollars have been spent on the development of R&D products, which have not reached full utilization in the schools. In particular, the Laboratory wanted to ensure that its exemplary teacher training products, MINICOURSES, came to the attention of intended users. For this purpose, six Demonstration Centers were established in key population areas to:

1. attract awareness and interest of prospective users,
2. provide a setting in which educators could evaluate Minicourses,
3. link prospective users with agencies that could effect full utilization of Minicourses,
4. contribute to the credibility of the R&D movement by demonstrating the impact of an R&D product in schools.

Another primary objective of the project was to carefully analyze demonstrations as a technique for disseminating exemplary programs and, thereby, contribute to the state of technology for product utilization.

The demonstration format was selected because Rogers, Havelock, and others believe that in order for a major innovation to be adopted, it should be perceived as compatible with existing values and habits, simple in features, capable of partial or trial adoption, and advantageous over current practices. By locating demonstration sites at local schools, this project gave educators an opportunity to see the Minicourses in operation in a regular school setting, talk to local administrators about the ease of implementation, and listen to teachers compare this training with previous inservice experiences.

For the reader to best understand this project, it is essential to have some knowledge of Minicourses. For the past five years the Teacher Education program at the Far West Laboratory has been engaged in inservice teacher training. To date the major outcome of the program is a series of Minicourses designed to train teachers in the use of specific classroom skills.

The staff began its R&D work by reviewing the best research available in the field of teacher education. On the basis of this research it was fair to conclude that most teacher training programs concentrate on preparing the teacher in curriculum content and virtually ignore the responsibility for building and expanding the teacher's repertoire of teaching skills and behavior patterns. In some cases, teacher education institutions are dealing with the area of skills instruction, but generally these attempts have four serious deficiencies: (1) the emphasis is on telling rather than doing, (2) instruction is general, rather than specific, (3) effective models are not provided, and (4) effective feedback is not given.

A notable exception to this rule is the microteaching model developed at Stanford University by Bush, Allen, and McDonald. Minicourses are essentially an adaptation of Stanford's microteaching program and are designed to supply the three training requirements which emerged from Stanford's research in this area. These are: (1) the trainee must be given a clear definition of the skills he is to learn, (2) the trainee must practice these skills, and (3) the learner must receive specific feedback on his performance. The Minicourse meets these criteria, and in addition, furnishes the trainee with a practical, self-contained, auto-instructional training package.

During a Minicourse a teacher follows a carefully planned instructional sequence which begins with reading a handbook lesson describing the skills to be practiced. Next he views an instructional film which illustrates each skill; then he watches a brief model film which tests his understanding of the skills and his ability to identify them. The following day the teacher practices the skills with a small group of students. This ten to fifteen minute lesson is videotaped and replayed. During the playback the teacher self-evaluates, using checklists from the Teacher Handbook. Thus, he gets immediate feedback in a non-threatening atmosphere. A day or two later the teacher has a second chance to practice the same skills during a "reteach" session which also utilizes a small group of students, videotaping, and self-evaluation. Each Minicourse contains four to six of these instructional sequences.

To date five Minicourses have been released by the Laboratory. They are:

Minicourse 1 - Effective Questioning--Elementary Level
Minicourse 2 - Developing Children's Oral Language
Minicourse 5 - Individualizing Instruction in Mathematics
Minicourse 8 - Organizing Independent Learning--Primary Level
Minicourse 9 - Higher Cognitive Questioning

These five courses were used by the Demonstration Centers during the 1971-1972 school year.

PROCEDURES

Since the primary function of the Demonstration project was to enable potential users to evaluate an innovation (Rogers) and since an evaluation is more credible when the reviewer can talk with a member of his peer group (Carlson and Havelock), we concluded that the Laboratory would not be the best agency to be responsible for the actual on-site operation and coordination of the demonstrations. It seemed more reasonable to place this responsibility in the hands of local or regional agencies that are responsive to local needs and aware of local problems. How local should the agency be? We realized that the actual demonstrations must take place in school settings where teachers and students were readily available, yet we wanted to involve such agencies as state departments of education and linking agencies which have experience communicating with large numbers of schools and interest in promoting change in many districts.

It was decided to locate agencies which would have the capability of establishing demonstrations in local school settings and would also serve a linking function by selectively inviting various like-minded groups to visit sites. These agencies would have enough knowledge of the local setting to find methods of encouraging peer group contact. To select the best agencies for this project we established the following criteria:

1. Access to a large number of teachers.
2. If population within the region is evenly spread, agency must have a statewide focus.
3. If population is densely settled in a few areas, agency must be able to serve two or three of these population centers.
4. Demonstrated effectiveness in working with school districts to bring about change.
5. Willingness to spread the use of Minicourses after the demonstration project has been concluded.
6. Willingness to lend local support to the project.
7. Staff capability to carry out the demonstrations.
8. Cost-effective.
9. Good technical proposal.

Refer to Appendix, p. 37 for the letter requesting proposals.

Because of the Laboratory's desire to add to the current state-of-the-art in diffusion, the decision was made to systematically select a number of different types of organizations:

1 state department of education
2 university schools of education
1 university extension department
1 county office
1 school district

In keeping with these criteria, the Laboratory subcontracted the operation of the demonstration sites to:

Pennsylvania Department of Education
Teachers College, Columbia University
Illinois State University
Center for Extension Programs in Education, University of Wisconsin
Los Angeles County Schools
Public Schools of the District of Columbia

During July and August, 1971 Far West Laboratory staff members trained 21 people from these institutions to (1) understand and be able to explain the Minicourse model of teacher training, and (2) be able to perform the coordination and dissemination responsibilities involved in the Demonstration project. During the training sessions we investigated and defined the role of the Laboratory, the subcontractor, and the commercial distributor in promoting Minicourse utilization. The Laboratory was to serve as overall coordinator; the linkers were to insure maximum participation of local schools, demonstrations to 1000 visitors, and dissemination of information to educators; and when requested, the commercial distributor was to provide follow-up information and preview materials to people who visited the demonstration site.

In May, 1971 the Laboratory staff developed a training program for demonstration site personnel. The program was used to train two local educators to operate trial demonstration sites before the close of school in June. To promote these demonstrations, we developed and mailed a special announcement (see Appendix, p. 41).

Although the sites were not scheduled to open until September, in May the Laboratory--in cooperation with USOE--mailed announcements of the Demonstration project to the 5,000 largest school districts in the nation. The mailing contained a letter from the Assistant Commissioner, National Center for Educational Communication, a memo from the Laboratory Director describing the Minicourse program, a reprint from Newsday on the use of the Minicourse in a Long Island School, and a return mail card (see Appendix, pp. 42-44). The distribution of the returns confirmed that the locations we had selected for demonstrations were areas where there was a high interest in Minicourses. However, there was additional high level response from four areas outside those we had intended to focus on--Michigan, Ohio, Massachusetts, and the South. To reach these areas we decided to operate short term (6 week) "floating demonstrations" in major population areas in these geographic regions. Whereas the permanent sites assumed major responsibility for selection of schools, local coordination, and dissemination, the Laboratory was primarily responsible for these tasks vis-a-vis the floating sites because of their short term nature. There simply wasn't time to train a local staff to handle these matters. During the school year a Laboratory staff member operated floating sites in Massachusetts, Texas, Georgia, Michigan, and Ohio.

To help the demonstration project personnel with their dissemination efforts, the Laboratory developed a brochure on Minicourses (Appendix, p. 41) a slide tape overview of the Minicourse as a teacher training tool, and a booklet entitled MINICOURSES WORK. This booklet provides colleges and school districts with information on topics such as sources of funding, arranging for college credit, teacher reactions, various utilization models, and research data. The Superintendent of Public Documents agreed to stock 2,000 (@ $ .55), and the first printing was completely sold out within five months. The Superintendent has ordered a second printing.

The permanent demonstration sites opened for the first time in September/October, 1971. Each subcontractor designed a different strategy for "covering the territory." For example, Los Angeles County Schools rotated the Minicourses into 33 different school districts within the county; the Pennsylvania Department of Education opened year-long sites in five school districts. On the other hand, the Teachers College staff gave greater attention to sponsoring Competency Based Teacher Education Conferences (with the Minicourse as the focus) than they did to operating demonstration sites. The individual strategies of the various Demonstration Centers is described by each Center's director in their project reports in the Appendix (p. 45). The most common pattern of the way the school-based demonstrations operated was this: They opened one morning a week for visitation. When visitors arrived, they were met by the coordinator. They were shown a slide-tape overview on the general purpose and nature of Minicourses. A question period followed; then the visitors watched sample films from the particular Minicourse being used at the site. At this point, the visitors either watched a teacher microteaching or talked to a teacher regarding his or her evaluation of the training program. If the coordinator were someone other than the site principal, the principal also joined the demonstration to give a view of the Minicourse from an administrator's perspective.

The permanent Demonstration Centers were visited three times by a Laboratory staff member during the school year. In general, monitoring involved visiting a demonstration site while the local coordinator gave a presentation on Minicourses to a group of educators from a nearby school district or agency. It was also common for a Laboratory staff member to attend mid-year evaluation meetings at the Centers, although the Laboratory did not require this evaluation.

The overall evaluation of this project is based on the following:

1. Each person who visited a Minicourse demonstration site filled out an evaluation form (see Appendix, p. 93) that was developed by the Laboratory in cooperation with demonstration site personnel. The form was cleared by USOE.

2. A telephone follow-up study was done in Spring, 1972 with 99 educators who had visited demonstration sites.

3. End of project reports from Demonstration Center directors.

4. Analyses of commercial sales reports by geographic areas where demonstrations were made.

RESULTS

For the convenience of the reader, this evaluation chapter will be divided into four sections:

1. The preliminary stages, including the USOE mailing, establishment of the trial demonstration site, and coordinator training,

2. the demonstration effort,

3. the telephone follow-up study of visitors to demonstration sites, and

4. Minicourse adoptions in regions serviced by the 1971-72 project.

1. The Preliminary Stages

In May, 1971 the Laboratory mailed approximately 5,000 announcements (Appendix, p. 41) of the intended opening of demonstration sites in the fall. One thousand recipients of the mailing (20 percent of those contacted) responded by returning to the Laboratory an enclosure requesting more information on Minicourses and/or more details on the locations of the Demonstration Centers. This response far exceeded expectations based upon the judgment of people with experience in direct mail advertising. See Table 1 for a geographic breakdown of the responses.

During May, 1971 the staff developed a training program for demonstration site personnel and used the material to train 2 local educators to operate trial demonstration sites before the close of the school year. The multi-media materials met our training objectives, but selection of personnel surfaced as a potential problem when one of the pre-project trainees clearly lacked the personal interaction skills needed to coordinate a demonstration project. Consequently, we inserted in our subcontracts with the 6 permanent sites a clause allowing the Laboratory to veto the assignment of personnel following the training session. It was not necessary for the Laboratory to exercise this veto because fortunately the project attracted coordinators who were confident, willing to try a new method of teacher training, talented as public speakers, and active formal and informal professional communication networks.

The training of the coordinators for the permanent sites took place during summer in 3 sites (California, Illinois, and Pennsylvania). At the time, the training seemed to be an unqualified success in that all who attended left with a very solid understanding of the Minicourse program and their responsibilities as coordinators. Their understanding of the outreach or dissemination requirements of the project was not as clear. With only one exception (Los Angeles) the coordinators were school people who had no experience in a systematic dissemination effort. In retrospect it is apparent that the training sessions should have focused more on dissemination techniques. This is not to say that the coordinators failed in this respect; with adequate training, however, they would have started the project with a clearer focus on "spreading the word" about Minicourses.

TABLE 1

Responses to Preliminary Mailing, May, 1971

Alabama	13	Nebraska	7
Alaska	1	Nevada	2
Arizona	7	New Hampshire	2
Arkansas	6	New Jersey	55
California	105	New Mexico	4
Colorado	9	New York	91
Connecticut	21	North Carolina	17
Delaware	4	North Dakota	1
District of Columbia	1	Oklahoma	8
Florida	10	Ohio	63
Georgia	14	Oregon	14
Idaho	7	Pennsylvania	75
Illinois	58	Rhode Island	4
Indiana	32	South Carolina	8
Iowa	15	South Dakota	5
Kansas	13	Tennessee	13
Kentucky	6	Texas	43
Louisiana	4	Utah	3
Maine	14	Vermont	3
Maryland	7	Virginia	25
Massachusetts	41	Washington	26
Michigan	44	Wisconsin	28
Minnesota	15	West Virginia	3
Mississippi	4	Wyoming	2
Missouri	23	Miscellaneous	3
Montana	18	Total:	1,000

2. The Demonstration Effort

In the introduction to this report we stated the objectives for tne Demonstration project. In this section we will state these objectives one by one and present data which document the results of our efforts.

One of the primary goals of the project was to attract the awareness and interest of prospective Minicourse users. Each Center was to achieve this by conducting demonstrations at school sites for a total of 1,000 visitors each, using local press, radio, and T.V. to inform educators about Minicourses and giving presentations at meetings held away from the actual site (e.g. at a statewide elementary principals' meeting). The data presented throughout this section reflect the evaluations of the people who visited sites. We did not attempt to measure how many people became aware of Minicourses through watching television, reading the local newspaper, or informally talking with Demonstration staff. Furthermore, the data presented below do not reflect the number of educators who learned about Minicourses by attending large convention meetings given by the Minicourse coordinators.

Table 2 gives a regional breakdown of the 4638 visitors who filled out evaluation forms; Table 3 is an account of the visitors by category (i.e. teachers, students, local administrators, etc.). Three-quarters of the people who attended demonstrations were teachers and local or district administrators.

Table 4 indicates the number of people who had heard about Minicourses before their contact with the Demonstration project. More than one half of the visitors had heard of Minicourses. This result surprised us; we had expected it to be lower. Either the question on the evaluation form was ambiguous or visitation to a demonstration site is an appropriate follow-up to creating awareness. The item on the evaluation sheet (Appendix, p. 93) item 43-44) could easily be misunderstood. For example, a Chicago educator might have first heard about Minicourses through the Superintendent's Bulletin and upon visiting a site might have indicated that she heard about the program before her contact with the project. Yet, she had no way of knowing that the mention of Minicourses in the Superintendent's Bulletin was a direct result of the USOE Demonstration effort.

Another primary objective of the project was to test the effectiveness of demonstrations as a dissemination technique. Over 80 percent of the site visitors rated the demonstration as useful or very useful. In the case of Pennsylvania, 93 percent gave the demonstrations this high rating. See Table 5 for a breakdown of responses by Center.

Visitors heard about the Demonstration project primarily through personal contact. Refer to Table 6. Relatively few people reported hearing about the project by reading of it in the FWL/USOE mailing, the local mailing, or a local publication.

Table 7 indicates that in approximately one third of the cases, a visitor had an opportunity to talk to the coordinator, a teacher, and a

TABLE 2

Number of visitors to Demonstration Centers

Los Angeles County	1286
Illinois State University	1059
Wisconsin Extension	1010
Pennsylvania Department of Education	577
Teachers College	321
District of Columbia Schools	201
Floating Sites	184
Total	4638

TABLE 3

Site Visitors by category

	#	%
Federal, state, or local official	44	1
College or university educator	154	3
Central district personnel	715	15
Local school administration	939	20
Teachers (preschool-12)	1916	41
Paraprofessionals	106	2
Resource center and research and development lab personnel	8	0.5
College or university students	9	0.5
Preschool, elementary, and secondary students	10	0.5
Parents	60	1
Commercial vendors (publishers, etc.)	8	0.5

TABLE 3, cont'd.

Foreign visitors	3	0.5
Other	65	1
Unknown	215	5
No response	330	7

TABLE 4

Percentages of visitors familiar with Minicourses prior to the Demonstration project, by Center

	YES		NO	
	#	%	#	%
Los Angeles County (N=1286)	549	43	724	56
Illinois State University (N=1059)	503	47	520	49
Wisconsin Extension (N=1010)	481	48	519	51
Pennsylvania Department of Education (N=577)	364	63	208	36
Teachers College (N=321)	200	62	111	32
District of Columbia Schools (N=201)	146	73	55	27
Floating Sites (N=184)	127	69	56	30
Grand Total (N=4638)	2370	51	2193	47

TABLE 5

Utility of the Demonstration, as rated by visitors in each Center

	very useful		Useful		so-so		somewhat useful		not useful		no response	
	#	%	#	%	#	%	#	%	#	%	#	%
Los Angeles County (N=1286)	480	37	528	41	104	8	64	6	22	2		
Illinois State University (N=1059)	373	35	482	45	64	6	62	6	2	0.5		
Wisconsin Extension (N-1010)	306	30	473	47	98	10	63	6	13	1		
Pennsylvania Department of Education (N=577)	331	57	206	36	12	2	13	2	0	0		
Teachers College (N=321)	109	34	141	44	14	4	16	5	4	1		
District of Columbia Schools (N=201)	84	42	79	39	9	4	4	2	2	1		
Floating Sites (N=184)	80	43	77	42	9	5	11	6	0	0		
Total (N=4638)	1763	38	1986	43	310	7	233	5	43	1		

TABLE 6

Percentage of visitors hearing about Demonstrations through various methods, by Center.

	FWL USOE mailing		FWL personal contact		Letter from local site		Personal contact from local site		Article in local publication		Other		No response	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Los Angeles County (N=1286)	48	4	83	6	165	13	523	41	26	2	349	27		
Illinois State University (N=1059)	28	3	42	4	50	5	375	35	37	3	369	35		
Wisconsin Extension (N=1010)	26	3	126	12	101	10	417	41	21	2	245	24		
Pennsylvania Department of Education (N-577)	27	5	13	2	91	2	163	28	28	5	191	33		
Teachers College (N=321)	16	5	3	1	66	21	60	19	7	2	99	31		
District of Columbia Schools (N=201)	3	1	4	2	14	7	137	68	1	0.5	44	22		
Floating sites (N=184)	16	9	0	0	73	40	27	15	1	0.5	56	30		
Grand total (N=4638)	165	4	271	6	560	12	1702	37	121	3	1353	29		

TABLE 7

Responses "With whom did you talk during your visit to the Minicourse Demonstration?," by Center.

	Teacher		Coordinator		FWL representative		Principal		Other	
	#	%	#	%	#	%	#	%	#	%
Los Angeles County (N=1286)	337	26	552	43	109	8	472	37	111	9
Illinois State University (N=1059)	163	15	701	66	23	2	277	26	90	8
Wisconsin Extension (N=1010)	191	19	850	84	119	12	138	14	29	3
Pennsylvania Department of Education (N=577)	361	63	493	85	39	7	240	42	52	9
Teachers College (N=321)	135	42	73	23	18	6	122	38	52	16
District of Columbia Schools (N=201)	6	3	162	81	5	2	2	1	30	15
Floating sites (N=184)	75	41	82	45	9	5	146	79	10	5
Grand Total (N=4638)	1268	27	2913	63	322	7	1397	30	374	8

principal during the demonstration. Because the bulk of the visitors were principals, teachers, and district staff members, we can conclude that these educators spoke with peers regarding the use of the Minicourse. When we recognize that most coordinators were either principals or members of the central staff, the proportion of visitors who had peer contact is even more impressive.

The demonstration technique was also successful in impressing visitors with the potential value of using Minicourses for teacher training in their schools and colleges. The data in Table 8 show that only 1 percent of the visitors felt that the Minicourses could not contribute to improving teacher effectiveness, whereas 74 percent were positive that the courses could help teachers. Only 3 percent of the visitors would not borrow the courses if they were on loan from an intermediate agency. See Table 9. The fact that 39 percent were in doubt about willingness to borrow courses from intermediate agencies may reflect confusion about which agency serves that function in the geographic area or whether any agency, in fact, offers such a service.

3. Telephone Follow-up Study

In Spring, 1972 Laboratory staff in cooperation with Demonstration Center personnel conducted a telephone survey of randomly selected visitors to demonstration sites. The purpose of the survey was to:

a. verify the evaluation data collected at the sites,

b. secure feedback in the sites,

c. measure interest in Minicourse utilization,

d. collect information on adoption practices in order to best target future demonstration efforts, and

e. study funding problems as an obstacle to adoption.

The survey instrument is found in the Appendix (p. 94).

The total sample size was 154, with 99 actual respondents. Fifty-five subjects could not be reached. Of those who responded to the interview, 26 can be classified as district-oriented decision makers (e.g. superintendents), 40 as school-oriented decision makers (e.g. principals) and 33 as teachers. The percentages in the Tables 10-38 are based on the total number of replies received to a given item.

Forty-nine percent of the sample responded that they had not heard of the Minicourse method of teacher training before contact with the demonstration program (see Table 10). This compares favorably with the site data reported earlier indicating that 47 percent of the visitors were not familiar with Minicourses prior to the project. The follow-up study revealed that administrators were more likely than teachers to have heard about Minicourses.

TABLE 8

Percentage of visitors who feel Minicourses can contribute to improving teacher effectiveness, by Center

	YES		PERHAPS		NO	
	#	%	#	%	#	%
Los Angeles County (N=1286)	926	72	322	25	17	1
Illinois State University (N=1059)	735	69	248	23	7	0.5
Wisconsin Extension (N=1010)	716	71	277	22	11	1
Pennsylvania Department of Education (N=577)	502	87	65	11	0	0
Teachers College (N=321)	243	76	66	21	1	0.5
District of Columbia Schools (N=201)	157	78	38	19	2	1
Floating Sites (N=184)	154	84	30	16	0	0
Grand total (N=4638)	3433	74	1046	23	38	1

TABLE 9

Visitors who would borrow
Minicourses if they were on
loan from an intermediate agency, by Center

	Definitely		Perhaps		No	
	#	%	#	%	#	%
Los Angeles County (N=1286)	656	51	517	40	47	4
Illinois State University (N=1059)	470	44	454	42	41	4
Wisconsin Extension (N=1010)	476	47	472	47	31	3
Pennsylvania Department of Education (N=577)	392	68	140	24	3	0.5
Teachers College (N=321)	179	56	117	36	8	2
District of Columbia Schools (N=201)	128	64	67	33	2	1
Floating Sites (N=184)	126	68	47	26	0	0
Grand Total (N=4638)	2427	52	1814	39	132	3

TABLE 10

Had you heard of the Minicourse method of teacher training before your contact with this demonstration?

	Yes	No	Don't remember	Total # of responses
District	19 (73%)	7 (27%)	0	26
School	23 (59%)	16 (41%)	0	39
Teachers	8 (24%)	25 (76%)	0	33
Total sample responses	(51%)	(49%)	(0%)	98

Ninety-two percent of those responding felt that the demonstration project enhanced their understanding of Minicourses (see Table 11).

TABLE 11

Has participation in the demonstration enhanced your understanding of Minicourses?

	Yes		No		Total # of Replies
District	22	100%	0		22
School	25	86%	4	14%	29
Teachers	19	90%	2	10%	21
	66	92%	6	8%	72

The interview contained several questions designed to determine whether the sites had given out written information (as they were instructed to do) and whether this information, provided by the Far West Laboratory, was adequate. Eighty-seven percent took descriptive literature with them when they left the sites (Table 12). A little over half the respondents said they would like more information to help them evaluate Minicourses (Table 13). Yet, 56 percent claimed they did not need additional information to make a decision regarding their use of the Minicourse (Table 14). This finding is verified in Table 15 which reports administrators' reactions to the information and materials available at the sites. Fifty-seven percent felt that their attendance at the demonstration gave them all the information and materials they needed to make a decision about Minicourse use.

TABLE 12

Did you take any literature with you from the demonstration?

	Yes		Not Sure		No		Total replies
District	21	88%	2	8%	1	4%	24
School	36	92%	0	0%	3	7%	39
Teachers	24	80%	1	3%	5	17%	30
	81	87%	3	3%	9	10%	93

TABLE 13

Would you like any other information to evaluate Minicourses?

	Yes		No		Total Replies
District	10	45%	12	54%	22
School	22	58%	16	42%	38
Teachers	18	66%	9	33%	27
	50	57%	37	43%	87

TABLE 14

Does your school or district need additional information to make a decision regarding the use of Minicourses?

	Yes		No		Don't know		Total Replies
District	5	22%	16	70%	2	9%	23
School	19	53%	17	47%	0		36
Teachers	9	30%	17	57%	4	13%	30
	33	37%	50	56%	6	6%	89

TABLE 15

Do you feel that your attendance at the demonstration has given you all the information or materials you need to make a decision about using Minicourses?

	Yes		No		Total # of responses
District	14	70%	6	30%	20
School	15	48%	16	52%	31
	29	57%	22	43%	51

We wanted to determine the extent to which the commercial distributor of Minicourseswas cooperating by sending preview materials to those visitors who requested them. Table 39 indicates that 57 percent of the total visitors requested preview materials. During the telephone follow-up survey we discovered that only 27% remembered requesting to preview Minicourse films and handbooks. Because 94% stated they had not been contacted by Macmillan, the distributor, we must conclude that Macmillan was lax in following-up with prospective Minicourse users. We know from personal reports that some of Macmillan's regional representatives were very cooperative with site personnel (e.g. loaning extra sets of Minicourse films and expediting handbook orders) and effective in systematically contacting interested visitors.

Table 16

On the questionnaire that you filled out at the demonstration, did you indicate an interest or need to preview Minicourse films and handbook?

	Yes		Probably		No		Don't Remember		Total
District	4		3		8		10		25
School	13		3		8		13		37
Teachers	8		0		5		18		31
	25	27%	6	6%	21	23%	41	44%	93

Table 17

Have you been contacted by a Macmillan representative regarding preview materials?

	Yes		No		Total
District	1		19		20
School	3		25		28
Teachers	0		16		16
	4	6%	60	94%	64

One of the objectives of the follow-up survey was to get a reading of the visitors' current interest in using Minicourses. Tables 18 and 19 show that:

a. 58 percent of those contacted definitely were interested in using Minicourses,

b. 40% felt there was a 50/50 or better chance that they would be using Minicourses next year and 10 percent of those sampled already had Minicourses in use.

TABLE 18

Are you interested in having Minicourses in use at your institution?

	Definitely		Perhaps		No		Total # of Replies
District	12	48%	5	20%	8	32%	25
School	22	58%	8	21%	8	21%	38
Teachers	21	66%	9	28%	2	6%	32
	55	58%	22	23%	18	19%	95

TABLE 19

What do you think the chances are that your institution will be using Minicourses next year?

	Already in use		Excellent		Good		50/50		Slight		None		Don't know		Total # of replies
District	3	13%	0		3	13%	2	8%	8	35%	4	17%	3	13%	23
School	6	15%	4	10%	5	12%	5	12%	8	20%	13	32%	0		41
Teachers	1	3%	10	31%	5	12%	3	9%	8	25%	2	6%	3	9%	32
	10	10%	14	16%	13	14%	10	10%	24	25%	19	20%	6	6%	96

In order to secure some information about how adoption of innovative programs occurs in school districts we asked these questions:

a. Have you contacted or spoken to anyone else about the Minicourse since the demonstration?

b. What other actions have you taken with regard to using Minicourses?

c. Have you heard from any teachers who have attended a Demonstration?

Over half of the visitors (61 percent) reported they had contacted or spoken to someone about Minicourses (Table 20). Seventy percent of the teachers said they had done so; 51% of the administrators reported that they had heard from teachers who had attended a Demonstration (Table 21). Of the 23 administrators responding, 86 percent said that teacher reaction was either favorable or enthusiastic (Table 22). Table 23 gives an account of other action taken by educators as a result of visiting a project site. The response most frequently given (22 responses) was that no action or recommendation was planned.

TABLE 20

Have you spoken to or contacted anyone else about the Minicourse since the Demonstration?

	Yes	No	Don't remember	# responding
District	12 55%	10 45%		22
School	21 58%	14 39%	1 2%	36
Teachers	21 70%	9 30%		30
	54 61%	33 38%	1 1%	88

TABLE 21

Have you heard from any teachers who have attended a Demonstration? (only asked of administrators)

	Yes	No	# of Replies
District	10 50%	10 50%	20
School	16 52%	15 48%	31
	26 51%	25 49%	51

TABLE 22

Administrators' report of Teacher reaction

	Enthusiastic	Favorable	So-so	Didn't Like	# Replies
District	2 25%	6 75%			8
School	8 53%	4 27%	2 13%	1 6%	15
	10 43%	10 43%	2 9%	1 4%	23

TABLE 23

What other actions have you taken with regard to using Minicourses?

District	School	Teachers	
1	1	5	requested more information from Far West Laboratory
1	3	1	contacted Macmillan
1	2	1	visited or plan to visit another demonstration site
10	6	3	made presentation to colleagues
2	5	11	still studying information at hand
1	4	3	filed information away only
	6	4	not yet taken any action
3	8	7	taken or will take some other action What?_____
5	13	4	plan no action or recommendation Why not?_____

Note: Total replies not necessarily equal to the number of responding subjects

Three more interview questions focused on the matter of adoption practices:

a. Who in your organization makes the decision to rent or purchase Minicourses?

b. Who must make the ultimate decision to rent or purchase?

Superintendents and principals were most commonly cited as the individuals who would make the rental or purchase decision (Tables 24 and 25). In no instance did a teacher perceive himself or herself as the decision maker. Data in these tables document the variety of decision making structures that either exist or are perceived to exist in the nation's schools. This fact makes it difficult, almost impossible, for a dissemination effort to zero in on the educational decision makers.

We wanted to get some idea from administrators of the length of time it takes a district or school to decide to adopt an innovation, that is to rent or purchase, not necessarily install, Minicourses. Time from beginning of discussion to actual decision ranged from two days to two years (Table 26). Forty-one percent of the sample didn't know how long it would take.

Finally, the interview contained a number of items designed to gather information about funds available for purchasing teacher training materials and the range of obstacles preventing use of Minicourses. We asked the administrators and teachers in the sample to specify how rental or purchase of Minicourses would be funded. As Table 27 indicates, there was no pattern to their answers. Almost one third of the sample could not identify a source of funding. Another one third cited Title I, Title III, or other federal funding. Only four specifically mentioned a teacher training budget.

Table 24

Who in your organization makes the decision to rent or purchase Minicourses?

Responses	District Admin.	School Admin.	Teachers	Total
Self	9	11		20
Superintendent	5	12	6	23
Asst. Supt.	5	6		11
Principals	4	6	12	22
"Director"	4		2	6
School board	1	4	5	10
Inservice Coord.	1	2	6	9
Teachers		1	2	3
Don't Know		1	3	4
Other		10		10

Table 25

Who must make the ultimate decision to rent or purchase?

Responses	District Admin.	School Admin.	Teachers	Total
Self	7	10		12
Superintendent	5	13	5	23
Asst. Supt.	4	7		11
"Director"	3			3
School Board	4		8	12
Admin. Structure	2		2	4
Principal	1	3	2	1
Dean of College	1			1
Inservice Coord.		2	2	4
Other	1	2	6	9
Don't Know			9	9

Table 26

How long does it take for your district to make a decision to rent/purchase?

1 month or less	8	18
1-3 months	5	11
3-6 months	1	2
6 months-1 year	9	20
1 year-2 years	2	4
Don't know	19	41
Other	2	4
Total	46	100

Table 27

How would/was rental or purchase (be) funded? (multiple responses per respondent)

	District	School	Teachers
A.V. Budget	2	3	0
Teacher training budget	2	2	0
Title III funds	3	5	1
Title I funds	2	6	7
Other Federal	2	4	1
State funds	2	1	1
Other	12	13	10
Don't Know	6	9	15

Eighty-nine percent of the administrators responding indicated that their school or district was eligible for federal funds (see Table 28). Table 29 shows that 74 percent of the respondents cited funding as an obstacle to Minicourse adoption.

Table 28

Is your district or school eligible for Federal funds?

	Yes		No		Total # Replies
District	9	9%	1	10%	10
School	14	88%	2	12%	16
Total	23	89%	3	11%	26

Table 29

Is the problem one of source or availability of funding?

	Yes		No		Total # Replies
District	10	71%	4	29%	14
School	15	75%	5	25%	20
Total	25	74%	9	27%	34

Although the number of responses was low (26), 50 percent of the administrators feel Minicourses are too expensive (see Table 30). Forty percent knew the cost of the courses (between $1,000 and $1,400) and 60 percent did not (see Table 31).

Table 30

Do you think Minicourses are too expensive?

	Yes		No		Can't Say		Total # Replies
District	5	42%	3	25%	4	33%	12
School	8	57%	6	43%			14
	13	50%	9	35%	4	15%	26

Table 31

Do you know what it costs to purchase a Minicourse?

	Yes		No		Total # Replies
District	8	80%	2	20%	10
School	2	13%	13	87%	15
	10	40%	15	60%	25

N.B. All those who answered "yes", when asked for the amount, gave correct answer. ($1,000-$1,400).

Further questioning elicited more information from administrators about possible obstacles to adoption. We found that the administrators did not realize that over a 2-year period the cost of training each teacher with a Minicourse can be as low as $4.00. Administrators did not see problems of installation as a draw-back to adoption. Seventy-five percent of those responding said they had not seen a copy of MINICOURSES WORK, the installers guide that should have been given out at the demonstration sites.

Table 32

Do you feel that the unit cost of training each teacher may be too high?

	Yes		No		Don't Know		Total # Replies
District	1	8%	4	33%	7	59%	12
School	2	10%	6	30%	12	60%	20
	3	9%	10	31%	19	60%	32

Table 33

Did you know that the unit cost of training to a school district over a 2-year period, can be roughly $4.00 a teacher?

	Yes		No		Total # Replies
District	1	8%	11	92%	12
School	3	17%	15	83%	18
	4	13%	26	87%	30

TABLE 34

In addition to the problem of purchase or rental cost, would you say that the cost or logistics of installing Minicourse training would be a drawback to their use in your institution?

	No		Not sure/maybe		Yes		Total # of replies
District	8	67%	1	8%	3	25%	12
School	12	60%	3	15%	5	25%	20
	20	63%	4	13%	8	25%	32

TABLE 35

What are some of these installation problems? (More than one response per respondent.)

	Not sure Don't know	VTR not available	Teacher's time	Coordinator cost	Maintenance	other
District	1	3	1	0	0	1
School	2	3	0	0	2	
	3	6	1	0	2	1

TABLE 36

Are you* or would you be responsible for any of these operations?

	Yes		No	
District	2	50%	2	50%
School	5	56%	4	44%
	7	54%	6	46%

* respondent citing installation problems.

TABLE 37

Which do you see as the greater problem, the problem of cost or the problems of installation?

	Rental/Purchase		Installation		Total replies
District	5		2		7
School	11		0		11
	16	89%	2	11%	18

TABLE 38

The Laboratory has put out a yellow handbook titled "Minicourses Work," which has a comprehensive chapter on step-by-step installation set-up, cost, scheduling and operations. Do you have a copy or have you seen it?

	Yes		No		Total replies
District	3		7		10
School	4		14		18
	7	25%	21	75%	28

4. Minicourse Adoptions in Regions Serviced by the 1971-72 Project

It is far too early to judge the success of the Demonstration project in terms of adoptions that resulted from the effort. One reason why judgment is premature relates to school finance and the commitment of funds as early as March of the previous school year. Keeping this in mind, one realizes that an educator who visited a site in either April or May of 1972 may not be able to commit funds to implement a Minicourse program until March of 1973. In this case, teachers and students wouldn't benefit from the program until October, 1973 at the earliest.

Our evaluation data do give us an indication that educators were interested in pursuing the idea of Minicourse adoption. Table 39 shows that 57 percent of the visitors requested Minicourse materials for preview purposes. Unfortunately, the national distributor of Minicourses had not anticipated such a large number of requests and, consequently, did not have adequate preview kits (films and handbooks) available.

One of the items on the evaluation form required the visitor to predict if Minicourses would be in use in his school, district, or college in 1972 or 1973. Precisely, the question was: "What chance do you think there is that you will use Minicourses this year or next?" Thirty-eight percent of the sample said there was an excellent or good chance that they would use Minicourses, whereas 29 percent reported there was slight or no chance. Another 24 percent said it was a toss-up (50/50 chance). See Table 40.

The schools, districts, linking agencies, colleges and universities located in areas serviced by the Demonstration projects which adopted (i.e. purchased or rented) Minicourses between September 1971 (roughly the beginning of the project) and November 1972 (the latest date for which records are available at the time of this writing) are represented in Table 41. This number of adoptions should not be mistaken for number of uses; the complex question of determining actual usage will be discussed below.

Obviously it is difficult to determine exactly how many teachers will benefit from Minicourse training as a result of this project. In terms of immediate payoff, we can cite the Los Angeles County experience. The county office purchased all 5 available Minicourses and plans to use them to train 350-400 teachers during the 1972-73 school year. Using this example, we can estimate that for each Minicourse sold by the distributor, 75 teachers will receive training each year. We know from experience that 10 teachers can use a Minicourse during a 6 week rental period. With these figures in mind we can predict the usage (Table 42) based on preliminary sales reports (September 1971-November 1972). It should be remembered that these are only preliminary estimates and that the actual numbers could be much larger.

TABLE 39

Requests to preview Minicourse films and handbooks, by Center

	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Los Angeles County (N=1286)	722	57	375	30		
Illinois State University (N=1059)	503	47	421	40		
Wisconsin Extension (N=1010)	574	57	319	32		
Pennsylvania Department of Education (N=577)	389	67	124	21		
Teachers College (N=321)	190	59	88	27		
District of Columbia Schools (N=201)	137	68	46	23		
Floating Sites (N=184)	125	68	41	22		
Grand Total (N=4638)	2640	57	1414	30		

TABLE 40

Visitors' perception of the prospect of their using Minicourses, by Center

	Excellent		Good		50/50		Slight		No chance	
	#	%	#	%	#	%	#	%	#	%
Los Angeles County (N=1286)	218	17	317	25	293	23	258	20	73	6
Illinois State University (N=1059)	134	13	258	24	234	22	217	20	104	10
Wisconsin Extension (N=1010)	99	10	208	21	280	28	275	27	88	9
Pennsylvania Department of Education (N-577)	77	13	134	23	177	31	118	20	23	4
Teachers College (N=321)	41	13	107	33	51	16	78	24	21	7
District of Columbia (N=201)	14	7	70	35	67	33	31	15	8	4
Floating Sites (N=184)	29	16	56	30	33	18	33	18	15	8
Grand Total (N=4638)	612	13	1150	25	1135	24	1010	22	332	7

TABLE 41

Number of Minicourses purchases and rentals
in Demonstration areas,
September, 1971 to November, 1972

	Purchases	Rentals
California	14	8
Illinois	23	12
Wisconsin	11	11
Pennsylvania	44	12
New York and New Jersey	39	29
District of Columbia, Virginia, and Maryland	18	0
Floating sites:		
Georgia	2	0
Michigan	4	1
Ohio	0	2
Texas	72	9

TABLE 42

An estimate of the
number of teachers benefiting yearly
from Minicourse training
resulting from Demonstration Project

	Teachers using purchased courses	Teachers using rented courses	Total
California	1050	80	1130
Illinois	1725	120	1845
Wisconsin	825	110	935
Pennsylvania	3300	120	3420
New York New Jersey	2925	290	3215
District of Columbia, Virginia, Maryland	1350	10	1360
Floating sites:			
Georgia	150	0	150
Michigan	300	10	310
Ohio	0	20	20
Texas	5400	90	5490
Total	17,025	850	17,875

CONCLUSIONS

In general, the data collected suggests that the demonstration approach was successful in meeting the objectives set. One notable exception should be made. In one particular circumstance one of the subcontractors* simply failed to deliver as promised, and as a result the total number of contacts made was slightly below what had been projected. The exceptional situation is so unusual, however, that we do not believe it detracts from the overall success of the project. In particular it should be noted that:

- Approximately 5,000 visitors to demonstration sites viewed a Minicourse in operation, had an opportunity to talk with a peer and reported that they had an experience that was useful in evaluating the potential of the Minicourse.

- Based upon estimates derived from a random sample of demonstration site visitors, it is concluded that approximately one half of the visitors would use a Minicourse if it could be obtained by borrowing it from a nearby intermediate agency. At the point when the sample was taken (about three-fourths of the way through the contract) about 10% of the visitors had already secured and used a Minicourse. Another 15% indicated that there was an "excellent" chance they would do so within the next year.

- At the end of the contract, demonstration sites estimated that 17,000 teachers had used or would use a Minicourse as a result of the demonstration effort itself--excluding uses derived from purchases or rentals made as a result of the demonstrations.

From the point of view of adding to the state-of-the-art in the area of dissemination, these additional conclusions seem warranted:

- The skills of those responsible for conducting demonstrations are critical to the success of the effort. The personal confidence the person has in his ability to succeed, his enthusiasm for trying a new method of teacher training, his talent as a public speaker, his knowledge of formal and informal professional communication networks and his understanding of the

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*The subcontractor at issue was the Washington, D.C. schools. Midway through the early stages of the subcontract, because of a funding crisis within the schools, all "Federal Funds" were frozen. Technically, our funds were not "federal" since they were funneled through a public agency, but by the time the issue could be resolved it was too late in the school year to achieve the desired level of visitors to the demonstration sites.

function of a demonstration are all critical elements for predicting his success. We note particularly that there is considerable variation in the understanding people have about the word "demonstration." To many school-oriented people, demonstration is the act of showing that a particular approach or product works; to those more oriented to a marketing approach, the word means a more aggressive effort to go out and bring people in to see and hear about an innovation. The former approach tends to be passive and relatively unsuccessful in bringing about change; the latter approach is more successful.

- The type of institution running the demonstration did not seem to have a high degree of relationship to the outcomes of the demonstrations. One University did well, another did less well. The key element seemed to be the knowledge the project staff had of schools in the area.

- The project was successful in creating a great deal of interpersonal communication--which in turn seemed to be the preferred channel for creating awareness about the innovation and providing data for evaluating it.

- Teachers did not perceive themselves as decision-makers although principals, superintendents and other central staff personnel did value the input the teachers made to the decision-making process.

- No clear pattern of decision-making was clear. It would be unwarranted to conclude that a particular role or class of personnel represented the "key" decision-makers. Typically, several people were involved and a change-agent needed to provide information to all of them. One person may serve as a conduit for information to others, but the role of the person in the institution varies from location to location.

- The techniques used by the project made it difficult to determine the source of information that created initial awareness about the innovation.

- The length of time it takes for a school to go through the decision-making process (from the time they first hear of an innovation to the point when they purchase or secure it) is most typically about six months to one year, although the total range is from several days to several years.

- Demonstrations of the kind conducted by this effort are probably more effective in creating awareness and a general "feeling" for the quality of an innovation than they are in imparting specific information about costs

and implementation requirements.

- The relationship between the number of people seeing an innovation in a state and the number of people who ultimately use it is not extremely high.

- The floating site approach selected by this project was not nearly as successful in bringing about awareness or use as the more fixed, locally arranged demonstration.

- Direct mail is a useful method for alerting people to demonstration sites.

- With an innovation of the type involved in this project, the source of the funds that would be used to buy or secure it is quite variable. Very few schools have anything like a line item in their budget for materials for in-service training. We would speculate that the short-range success of an innovation might be highly related to whether it could be purchased from funds that already were designated for that purpose or whether it would not easily fit into any pre-existing budget categories.

APPENDIX
Letter Requesting Proposals

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1 Garden Circle, Hotel Claremont • Berkeley, California 94705 • Telephone (415) 841-9710

April 2, 1971

Contingent on the Laboratory's receipt of funding from the National Center for Educational Communication, USOE, we plan to enter into a formal agreement with a number of agencies to act as a demonstration "center" for our first five Minicourses. This joint venture will be formally initiated in June 1971 if the Laboratory receives the necessary funding by that time.

This letter summarizes the requirements that will be made of those that will participate in the demonstration project. We need your written, formal response of how you would manage a demonstration effort in order to make our final selecting sites. If you chose to respond your letter should be signed by someone with the authority to commit your organization to the project.

The most pressing task is (a) identification of personnel who will carry out the actual work and (b) drafting of a tentative budget that will indicate to us how you plan to allocate the abovementioned funds when they are transmitted to you. In your response to this letter we would like to have the names and qualifications of those whom you plan to assign to the Project during the 1971-72 school year. We also want an indication of the percentage of effort (or man weeks) that will be devoted to the project.

The Laboratory will:

(a) Train one person (or more if you desire) selected by you with Laboratory approval, at a designated time this summer in Berkeley or elsewhere, so that he or she can perform effectively as a Minicourse demonstrator installer coordinator in your area.

(b) Provide on loan one complete set of each of five different Minicourses for use during the school year in your area.

(c) Provide adequate supplies of printed handout materials describing the Minicourse(s).

(d) Provide one or more audiovisual overviews of the Minicourse model.

(e) Direct some visitors to the sites chosen by you where Minicourses will be in use at all times during the school year.

(f) Schedule at least three visits to your project during the school year by a Laboratory field representative.

(g) Conduct or arrange for evaluation of the project's effectiveness.

Your responsibilities will include, but will not be limited solely to, the following:

(1) Provide a project coordinator to be trained by the Laboratory. The coordinator will then select local demonstration sites, arrange for local deliveries of all Minicourse materials (film, handbooks, etc.), arrange for use of videotape and other audiovisual equipment, train building-level personnel to criterion for each Minicourse installation, organize the demonstrations, invite visitors, arrange college or inservice credit for teachers who take Minicourse, stimulate local support, etc.

(2) Provide another person (full or part time) who will be trained by the local coordinator to schedule visitors, send out mailed invitations, make phone appointments, transmit evaluation materials, etc.

(3) Manage the funds awarded under the proposed subcontract as to pay the salary, benefits, and travel expenses of the project staff and to pay phone, postage, duplicating, and other office expenses as incurred, accounting to the Laboratory at the end of the school year for all such outlays.

(4) Utilize on-going communication channels and public information services to draw local attention to the project's use of Minicourses in schools and teacher-training institutions so as to stimulate a constant flow of visits by potential users of Minicourses to demonstration sites.

(5) Provide assurance that each Minicourse will be rotated on loan at specified intervals (approximately every six weeks) to a different user-location (if that is the best plan in your area) so that the maximum number of schools, districts, institutions, and teachers can have easy access to one or more Minicourses during the school year. Please understand that our obligation to

3.

> USOE is to see that the "word" about Minicourses is spread to as wide a region as you can arrange. We would like to have you specify in your letter how widely you will be able to demonstrate Minicourses in your area.

For example, we ask that your coordinator focus on an area that falls more or less within a 100-200 mile radius and will use phone, mail, and personal "outreach" visits to develop relationships with all schools and major educational agencies within comfortable driving distance. He must plan his communication network and his specific invitations so that each of the locations where one of the five Minicourses is being used can be visited on a given day of the week by those who want to see that specific course in operation and so that he can be present, as required, to answer any questions that the building coordinator cannot cope with. On forms provided by the Laboratory, he and his staff associate will record all visitors, all contacts, and all requests for follow-up action. Demonstration sites are to be continuously operated from September 15 to December 15, 1971, and from January 5 to May 26, 1972. However, due to the need for additional start-up time, only three Minicourses should be planned for demonstration sites in the fall of 1971 (presumably Minicourses I, V, and VIII).

A single telephone number and mailing address should be established for the coordinator as the contact point for the various sites in your area. We need that address and telephone number as soon as possible. A calendar should be maintained to indicate preferred and open dates for visitors at each site. Individual school buildings should accept no more than a set maximum of visitors per day, so that the visitors can be met by an appropriate person at each site, can be shown an audiovisual overview describing the Minicourse, and can have their questions answered comfortable. At each site visitors should be able to talk with teachers who are taking a Minicourse and to see, with the individual teacher's permission, one or more replays of videotape feedback from microteaching sessions. Evaluation forms will be filled out by each visitor so that reactions to demonstrations can be monitored continuously during the school year.

Each cooperating local school that obtains one of the Minicourses on loan for training purposes must not only provide assurances that a group of teachers will be ready and willing to take that course during the six-week loan period, but must also allow time for teachers and/or administrators to talk with visitors and provide a minimum amount of space to accomodate these visitors. All necessary audiovisual equipment must be available for Minicourse training.

If this letter accurately represents the kind of effort you are prepared to make, would you please acknowledge our agreement by writing to me no later than April 15, 1971? Please include a tentative budget (this can be negotiated more tightly at a later time), a statement of the geographic area you intend to serve (naming towns if possible), the name and qualifications of the chief coordinator(s) and the address and

telephone number that we can distribute late this summer for people to contact you in order to schedule visits.

If your organization is already committed to serving schools in your area with information and other support for innovation, and if any of your resources will, as a result, be committed to this project above and beyond those that the project grant can support, please so indicate.

We look forward with great pleasure to hearing from you. If you have any questions, do not hesitate to phone me.

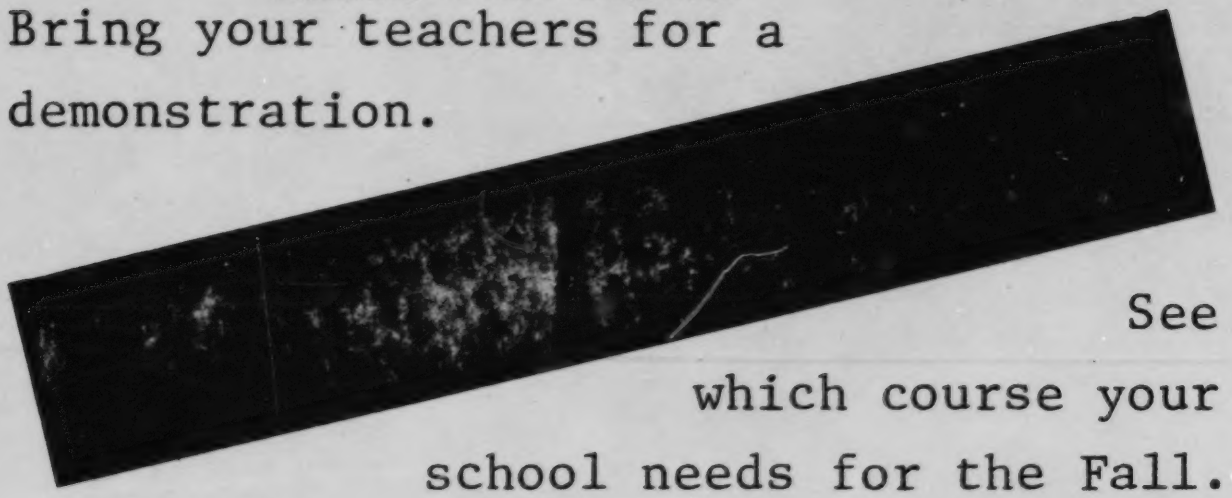
Sincerely,

C. L. Hutchins, Ph.D.

CLH:mh
enclosures

ANNOUNCEMENT OF TRIAL DEMONSTRATION

Bring your teachers for a demonstration.



See which course your school needs for the Fall.

Why take a Minicourse?

- It can cause a definite, measurable change in teaching behavior that naturally results in a definite, gratifying change in the learning behavior of students.

- It's a complete instructional package combining observation, micro-teaching, and self-evaluation. Feedback on progress is immediate.

- Extensive research proves that the minicourse is the most effective inservice teacher training program ever developed.

Teachers are taking minicourses in Fresno, Oakland, Piedmont and San Francisco.

Hours are from 9:00 a.m. to 5:00 p.m. weekdays. For information call Doris Dupree at the Far West Laboratory, 1 Garden Circle, Hotel Claremont, Berkeley, Calif., telephone 841-9710, ext. 59.

May, 1971 Mailing

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

INTER-OFFICE MEMORANDUM

Date May 10, 1971

To: Superintendent of Schools

From: John K. Hemphill, Laboratory Director JKH

Subject: MINICOURSE DEMONSTRATIONS

Dr. Burchinal's letter indicates how the National Center for Educational Communication plans to help the Far West Laboratory for Educational Research & Development establish Minicourse demonstration sites across this country. These sites will enable you to see a revolutionary new way of handling your in-service teacher training problems. These self-instructional courses provide immediate improvement in everyday classroom teaching skills.

The Newsday feature story included gives you some background information on microteaching and the kind of skills that a teacher learns in the Minicourse 1 - "Effective Questioning - Elementary Level". Other Minicourses are available in the fall on such topics as:

Minicourse 2 - "Teaching Children with Minimal Language Experience"

Minicourse 5 - "Individualizing Instruction in Mathematics"

Minicourse 8 - "Organizing Independent Learning: Primary Level"

Minicourse 9 - "Higher Cognitive Questioning"

When school opens in the fall, demonstration sites will have been established around the country where you and your staff can talk with teachers taking Minicourses, ask questions about each course, pick up materials to take home to stir up enthusiasm among your own teachers.

On the enclosed return mail card please indicate the name of the person on your staff to whom we should provide the list of the demonstration sites that will be available this fall. We will send the person whose name appears on the return mail card a list of the demonstration sites, the telephone numbers of people who are prepared to schedule appointments at these sites, and descriptive material on the Minicourses so that you can decide quickly how many of them will best suit your local requirements.

If you need additional information about Minicourses before the fall you can write to EDUCATIONAL SERVICES DIVISION, THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH & DEVELOPMENT, 1 Garden Circle, Hotel Claremont, Berkeley, California 94707, or phone Dr. Ferucio Freschet, (415) 841-9710.

JKH:jg

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Dear Colleague:

The Office of Education has established the National Center for Educational Communication (NCEC) to furnish leadership and support to strengthen educational communication throughout the country. One of NCEC's primary objectives is to accelerate the spread of exemplary programs and validated practices. In particular, the Commissioner of Education has asked us to facilitate nationwide use of tested products in major USOE-supported educational programs.

The purpose of this letter is to bring to your attention several valuable products that are ready for your use right now. These products are the self-contained "Minicourses" intended for inservice and preservice teacher training. The Minicourses were produced at the Far West Laboratory for Educational Research and Development, Berkeley, Calif., a public non-profit agency established under the Cooperative Research Act.

We have arranged with the Laboratory to support a number of major demonstration sites across the country. At each of these sites you and your colleagues can see and talk to teachers who are taking these Minicourses. A fully-trained local coordinator also will be available to explain the Minicourse model and answer all questions.

Accompanying this letter is more detailed information on where these sites are located. By visiting one of these demonstration centers or contacting the Far West Laboratory you can find out exactly how these various Minicourses can fit into your program. Let me encourage you to plan now to see Minicourses in operation and to begin making use of them at the earliest possible date.

Sincerely yours,

Lee G. Burchinal

Lee G. Burchinal
Assistant Commissioner
National Center for
Educational Communication

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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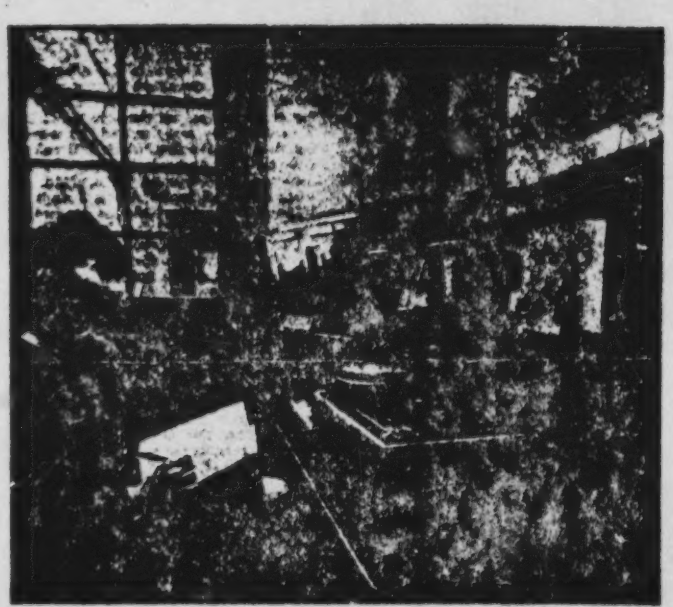
Assistant Commissioner
National Center for
Educational Communication

A Newsday article reprinted and distributed by
Far West Laboratory for Educational Research and Development

education/II



Newsday Photo by Jim O'Rourke

Television replay of classroom technique helps Mrs. Pyser evaluate her performance.

Instant replays of teachers' fumbles

By Martin Gunkin
Newsday Education Editor

The set was deserted. The camera was unattended and dead. In the small control room, the star took notes as she watched her videotape. She was a perfectionist about her technique, even though the series she was filming would never be seen in prime time. How could it—with a title like "Effective Questioning on the Elementary School Level"?

The "star" was Mrs. Eloise Pyser, sixth-grade teacher at the East Memorial Elementary School in Farmingdale who was taking part in a new form of in-service teacher training called the "mini-course." Developed by the federally backed Far West Laboratory for Educational Research and Development in California and marketed by Macmillan Educational Services Inc., the mini-course is a television-age attempt to improve teacher performance by use of a videotape recorder.

In a five-week period, a teacher views a special film on a specific technique, discusses it with her colleagues, answers questions in a workbook. Then she develops a 15- or 20-minute lesson with a small group of children in which she tries to use the techniques taught in the film. The lesson is videotaped and the teacher evaluates her own performance. She then makes necessary corrections in her technique, reteaches the same lesson with a different group of children and once again critically reviews her tape.

The difference between this type of mini-course and hundreds of other in-service education programs is that teachers can actually see, via the merciless, impartial videotape, whether there is any change at all in their classroom technique. Too often, in conventional training, teachers listen to instructors but seldom change their methods.

Macmillan, which shares its royalties with the Far West Laboratory and the federal government, has made the usual claims for the success of its program, claiming that it has been successfully field-tested for two years and that no district has ever taken Macmillan up on a money-back guarantee offer if teacher performance does not significantly improve. The concept and the program, then, stands or falls on the reaction of teachers who are supposed to be able to see actual change in the way they teach.

Before Mrs. Pyser found herself viewing a videotape in the small studio of her school, she sat together with five colleagues in the office of principal Stanley Saltzman viewing an instructional film. A handsome administrator type, in full color, explained the questioning technique of "redirection." The explanations and examples given seemed almost basic to a layman, but Saltzman and other teachers claimed that instruction of this type was seldom provided by teacher training institutions.

"A teacher asks a single question," the handsome administrator intoned, "and redirects it to several students who continue answering. This an effective tool for reducing teacher talk."

Then there were varied mini-lessons of five or 10 minutes in which nervous teachers illustrated various questioning techniques. "Avoid single-fact questions," the administrator warned. "Use higher cognitive questions." And then came another short lesson in which a teacher used this technique. The questions turned out to be ones that began with such words as: explain, interpret, how, why, evaluate, compare.

After the film, which was generally criticized for having a scratchy sound track that made the responses of students in the mini-lessons almost unintelligible, Mrs. Pyser discussed the value of the teacher-training course:

"I've never really seen or heard myself extensively. Now I'm able to pick up habits and correct them . . . In the last lesson I found that I wasn't pausing enough to permit students to answer. And I tried so hard to pause. And as a result in some cases I felt I paused too long. But I do see changes in the classroom since this started. Children respond better. They know I'm not going to be satisfied with a yes or no answer. And if their answer is not always right, they won't be berated for it. They know what they have said will be acceptable to me."

The teachers all made notes in their workbooks, checking off some answers quizzing them on basic concepts presented in the film. Then their 45-minute period of learning was over for the day and they went back to teaching. Three days later, Mrs. Pyser was ready to teach her first mini-lesson using the techniques of "redirection" and "higher cognitive questions." She had five children from her regular sixth-grade class sitting at desks that was the only "set" in the school's TV studio. The videotape camera was preset and Mrs. Pyser operated all the equipment herself.

The lesson revolved around interpretations of a picture showing a white boy and girl and a black boy pledging allegiance. In the background a large American flag was rippling in a breeze.

Skillfully, Mrs. Pyser, a 35-year-old mother of three who was granted tenure in the district last year, led her students from a description of the picture to a discussion of friendship, which led in turn to talk about prejudice. Nodding and gesturing, she tried to draw all five children into providing answers. The questioning seemed almost basic to the topic, but each one had been carefully planned.

They ranged from "What do we mean by prejudice?" to "What does freedom mean to you?" to "What can we do to help people like one another better?" There were pauses as she waited for answers, nods to encourage another youngster to answer, and a few repetitions of "Can you explain further?" when the pace of answers seemed to slacken. The lesson ended after 10 minutes on a dramatic, positive note when one boy gave his program for helping people to like one another: "Stop fighting." A thoughtful pause. Then, "Go places with your friends—and share the beauty."

Reviewing the tape, the 10-minute star was thoughtful, critical and knew when she was correct. "I could have asked more questions calling for sets of related facts. My redirection, though, was excellent. I was calling names and nodding. I also have a habit of telling them things first. I said there is a great deal of segregation. They should have told me. I also said the children in the picture aren't prejudiced. I shouldn't have done that. And I have to start giving them more pause . . ."

Mrs. Pyser made more notes and went back to class. The next day there would be another lesson in which she would reteach to perfect her "redirecting." Saltzman, the principal, said he did not expect that mini-courses would revolutionize teaching or change the course of education. But he has already received inquiries from teachers who want to sign up for the next series of lessons. For Mrs. Pyser, and dedicated teachers like her, the value of the course is clearly evident if, as she says, it helps a teacher to "create in a child the ability to think things through." The end result could be a redirection of teacher training to put it on a higher cognitive level. /fl

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1. DEMOGRAPHIC DATA. WHICH COURSES WERE USED? WHERE WERE THEY USED? HOW MANY TEACHERS AT EACH SITE COMPLETED THE COURSE?

Teachers College, Columbia University

All five Minicourses were used. Their use covered the broad New York metropolitan area including northern New Jersey, Orange and Westchester counties in New York State and in New York City. In addition, one Minicourse from the Teachers College site was used in San Juan, Puerto Rico. In all, over one hundred people were directly trained with Minicourses, not counting more than fifty students at Teachers College.

Specific use is as follows:

Minicourse No. 1 - Effective Questioning - Elementary

Orange County, N.Y. (Pearl River Schools)	8
New York City (Agnes Russell School)	2
New York City (St. Paul the Apostle)	2
Bergen County, New Jersey (Ridgewood Schools)	22
Westchester County	10
	44

Minicourse No. 2 - Developing Children's Oral Language

New York City (St. Paul the Apostle)	3

Minicourse No. 5 - Individualizing Instruction in Mathematics

Bergen County, N.J. (Ridgewood Schools)	20
New York City (Agnes Russell School)	3
	23

Minicourse No. 8 - Organizing Independent Learning: Primary Level

New York City (St. Paul the Apostle)	4
New York City (Agnes Russell School)	1
	5

Minicourse No. 9 - Higher Cognitive Questioning

New York City (Pre-Service, Teachers College)	12
Bergen County, N.J. (Ridgewood Schools)	22
	34

Los Angeles County Office

All Minicourses were used.

Minicourse 1 in 8 sites with 60 teachers involved
Minicourse 2 in 4 sites with 31 teachers involved
Minicourse 5 in 9 sites with 81 teachers involved
Minicourse 8 in 7 sites with 93 teachers involved
Minicourse 9 in 6 sites with 59 teachers involved

Minicourse 1 - Effective Questioning (1-6)

DISTRICT	SCHOOL	ADDRESS	# VISITORS	ON SITE COORDINATOR
LAWNDALE	WM. GREEN	4520 W. 168th St. Lawndale, CA 90260	41	Barbara Marino (213) 679-0371
MOUNTAIN VIEW	LINDA VISTA	3501 Durfee Ave. El Monte, CA 91732	26	Mrs. M. Kennedy, Prin. (213) 448-9804
PALOS VERDES	SOLEADO	27800 Longhill Dr. Palos Verdes, CA 90274	23	John C. Lewis, Prin. (213) 377-6854
EL MONTE	CORTADA	3111 N. Potrero Ave. El Monte, CA 91731	10	Frank Kania, Prin. (213) 444-7781
EL SEGUNDO	RICHMOND	615 Richmond St. El Segundo, CA 90245	31	Dr. Mary Reed (213) 322-4500
LAS VIRGENES	CHAPARRAL	22601 Liberty Bell Dr. Woodland Hills, CA 91302	9	Marilyn Winters (213) 883-0934
LANCASTER	LINDA VERDE	442924 N. 5th St. E. Lancaster, CA 93534	18	Mrs. R. Lingle, Prin. (805) 942-0431
SO. WHITTIER	LOS ALTOS (Lower Campus)	12001 Bona Vista Lane Whittier, CA 90605	17	Dick Graves (213) 941-7115

Minicourse 2 - Developing Children's Oral Language

TORRANCE	EDISON	3800 W. 182nd St. Torrance, CA 90509	43	Ellen Booz, Prin. Robert Clairmont (213) 328-8080
NORWALK-LA MIRADA	MOFFITT	13323 S. Goller Norwalk, CA 90650	35	Emmet Silver, Prin. Dr. Thomas Neel, Coor. (213) 868-0431

DISTRICT	SCHOOL	ADDRESS	# VISITORS	ON SITE COORDINATOR
BONITA	LONE HILL	700 S. Lone Hill San Dimas, CA 91773	28	Elvin Bartel, Prin. (714) 599-1221
AZUSA	PARAMOUNT	409 W. Paramount Ave. Azusa, CA 91702	26	Burt Lisky, Prin. (213) 334-9351
	Minicourse 8 - Organizing Independent Learning (K-3)			
CULVER CITY	EL RINCON	11177 Overland Ave. Culver City, CA 90230	32	Mrs. M. Harper (213) 839-5285
ABC	STOWERS	13350 Beach Ave. Cerritos, CA 90701	43	Donald Bolton (213) 860-3311
L.A. CITY	WILBUR AVE.	5213 Crebs Ave. Tarzana, CA 91356	23	Virginia R. Archer (213) 345-1090
PASADENA	ARROYO-GARFIELD	540 S. Pasadena Ave. Pasadena, CA 91105	20	Emma G. Eastman (213) 793-3108
SAN GABRIEL	MCKINLEY	1425 Manley Dr. San Gabriel, CA 91778	33	Harold E. Frost, Prin. (213) 285-3111
L.A. CITY UNI.	COMPTON AVE.	1515 E. 104th St. Los Angeles, CA 90002	14	Marjorie Ellis (213) 564-5767
BEVERLY HILLS	HAWTHORNE	624 N. Rexford Dr. Beverly Hills, CA 90210	44	Dr. Milton Rowan (213) 277-5900
	Minicourse 9 - Higher Cognitive Questioning (4 and up)			
DUARTE	DUARTE H.S.	1565 E. Central Ave. Duarte, CA 91010	31	David Reiss, Prin. Jane McNulty, Coor. (213) 358-1191
LA CANADA	PALM CREST	5025 Palm Dr. La Canada, CA 91011	53	Mrs. M. More, Prin. (213) 790-5519
ABC	CERRITOS ELEM.	18400 Stowers Cerritos, CA 90701	30	Eddie Collins, Prin. (213) 860-3311

DISTRICT	SCHOOL	ADDRESS	# VISITORS	ON SITE COORDINATOR
SANTA MONICA	JOHN ADAMS JR. H.	2425-16th St. Santa Monica, CA 90405	22	Mr. Marvin Webb (213) 396-5968
MONROVIA	CANYON H.S.	1000 S. Canyon Blvd. Monrovia, CA 91016	30	Clark L. McCaskill, Prin. (213) 359-5301
REDONDO BEACH	ADAMS JR. H.	2600 Ripley Ave. Redondo Beach, CA 90277	38	Wally Nash (213) 379-5449
	Minicourse 5 - Individualizing Instruction in Mathematics			
TEMPLE CITY	EMPEROR	6415 N. Muscatel Ave. San Gabriel, CA 91780	18	Palmer G. Albers (213) 285-2111
L.A. COUNTY	SPEC. SCHOOL JUVENILE HALL GIRLS SCHOOL	1605 E. Lake Ave. Los Angeles, CA 90033	6	Mrs. Joan Arnett (213) 223-2241
COMPTON	DICKISON, P.D.C.	905 N. Aranbe Compton, CA 90220	18	Miss Joyce Bagsby, Coor. (213) 638-9827
WALNUT VALLEY	COLLEGEWOOD	20725 Collegewood Dr. Walnut, CA 91789	29	Mrs. MacKenzie, Coor. (714) 595-1261
L.A. CITY UNI.	COMPTON AVE.	1515 E. 105th St. Los Angeles, CA 90002	49	Lee Galloway 564-5767
BONITA	LA VERNE HGTS.	1550 Baseline Rd. La Verne, CA 91750	7	Allan Miller, Prin. (714) 593-3610
E. WHITTIER	LEFFINGWELL	10625 W. Sta. Gertrudes Whittier, CA 90603	30	Mr. D. Selman (213) 698-0351
PALMDALE	MARYOTT, ROY R.	38334 N. 10th St. E. Palmdale, CA 93550	30	Geo. Peguesse (805) 947-1491
BURBANK	JEFFERSON, THOMAS	1900 N. 6th St. Burbank, CA 91504	19	Mrs. Faye Noskoff (213) 846-6363
		Total	1245	

Illinois State University

CHICAGO

Cather School
2908 W. Washington Blvd., Chicago 60612 312/638-6823
Mildred Rosenberg, Principal
Rosemary Vilim, Teacher-Coordinator
Minicourses 1, 2, 8, 9
Minicourse 5 was to be used, but school year was shortened after inital planning was done.
Minicourses Used
#1 - 5 teachers (Please note that Cather used #1 during 1970-71 school year, too.)
#2 - 5 teachers
#5 - did not use; see note above
#8 - 5 teachers
#9 - 5 teachers
Mrs. Vilim, Coordinator, participated in all of the Minicourses.

Lowell School
3320 W. Hirsch Street, Chicago 60651 312/278-6527
Maude Carson, Principal
Marion McNamara, Teacher-Coordinator
Minicourses 1, 2, 5, 8, 9
Minicourses Used
#1 - 5 teachers (Please note that Lowell used #1 during 1970-71 school year, too.)
#2 - 5 teachers
#5 - 5 teachers
#8 - 5 teachers
1 teacher participated in two Minicourses

CREVE COEUR

LaSalle School, 300 North Highland, Creve Coeur 61611 309/699-4822
Edwin Leeper, Principal-Coordinator
Minicourse 1
Minicourses Used
#1 - 5 teachers - Creve Coeur was a floating site and had access to one Minicourse for 5 school weeks in late April-May.

EVERGREEN PARK

Northwest School
92nd and Millard, Evergreen Park 60642 312/425-9473
Mary Margaret Moore, Principal-Coordinator
Minicourse 5
Minicourses Used
#5 - 5 teachers - Evergreen Park was a floating site and had access to one Minicourse for 5 school weeks in late April-May.
During June-July 1972 the school district will demonstrate Minicourses 1 and 8 and is serving as a Summer Demonstration Center.

GLEN ELLYN

Hawthorne School
570 Pleasant Avenue, Glen Ellyn 60137 312/858-4100
George Riemer, Principal-Coordinator
Minicourses 1 and 5
Minicourses Used
#1 - 5 teachers and 1 principal
#5 - 5 teachers
3 teachers participated in two Minicourses

Main Street School
501 Hill Avenue, Glen Ellyn 60137 312/858-4100
Clifford Boyer, Principal-Coordinator
Minicourses 8 and 9
Minicourses Used
#8 and #9 - I believe 5 teachers participated in each course. Data not available; L.E. Dieterle has tried to obtain information, but has not been successful.

HAMMOND, INDIANA

Irving School
4727 Pine Avenue, Hammond 46327 219/932-3667
Bernard Smitka, Principal-Coordinator
Minicourses 1, 2, 5
Minicourses Used
#1 - 5 teachers and 1 principal
#2 - 7 teachers and 1 principal
#5 - 5 teachers and 1 principal
3 teachers participated in two Minicourses.

Miller School
6530 New Hampshire Avenue, Hammond 46323 219/845-5300
Ross King, Principal-Coordinator
Minicourses 1, 5, 8
Minicourses Used
#1 - 6 teachers
#5 - 5 teachers
#8 - 5 teachers
4 teachers participated in two Minicourses
1 teacher participated in three Minicourses; this teacher was in charge of the learning-resource center.

PALATINE

Palatine Schools
505 S. Quentin Road, Palatine 60067 312/358-4400
Peggy Bishop, Curriculum Consultant-Coordinator
Mrs. Bishop moved the courses around from school to school.
Minicourses 2, 5, 8, 9
Mrs. Bishop did not feel that #1 would be of interest to her group.
Minicourses Used
#2 - 5 teachers
#5 - 11 teachers - Used with two different groups of teachers at two different times.
#8 - 8 teachers and 1 principal
#9 - 6 teachers

University of Wisconsin

In the course of this past year, all five of the Minicourses which are currently available were demonstrated. The following is a record of the courses used at each demonstration site, the number of teachers completing the course at that particular site, and the name of the local school contact.

Minicourse 1 - Effective Questioning - Elementary Level

Caddie Woodlawn Elementary
Durand, Wisconsin 54736
(715) 672-8977

5 teachers completed the course
Contact: Mr. Jerry Hammer

Westside Elementary
1007 West Pine Street
River Falls, Wisconsin 54022
(715) 425-5202

3 teachers completed the course
Contact: Mr. Dennis Haller

Cowern Elementary
Margaret Street
North S. Paul, Minnesota
(612) 777-7401

4 teachers completed the course
Contact: Mr. Doug Bourassa

Cottage-Swanson Elementary
450 North Calhoun Road
Brookfield, wisconsin 53005
(414) 782-6140

10 teachers completed the course
Contact: Mr. Robert Lipsky

Pigeon River School
3508 North 21st Street
Sheboygan, Wisconsin 53081
(414) 458-4621

10 teachers completed the course
Contact: Mr. Lamont Meerdink

Port Washington, Wisc. 53074
5 teachers completed the course.

Minicourse 2 - Developing Children's Oral Language

Stillsen Elementary
Route 4
Chippewa Falls, Wisconsin 54729
(715) 723-3793

10 teachers completed the course
Contact: Ms. Patricia Popple

Webster Elementary
Webster, Wisconsin 54983
(715) 866-3411

7 teachers completed the course
Contact: Mr. William Plath

Franklin Elementary
1012 Center Street
Racine, Wisconsin 53403
(414) 637-1297

5 teachers completed the course
Contact: Mr. John Blickle

Lloyd Street Elementary
1228 West Lloyd Street
Milwaukee, Wisconsin 53205
(414) 562-5800

12 teachers completed the course
Contact: Mr. Gerald D. Vance

Minicourse 5 - Individualizing Instruction in Mathematics

Wilson Elementary
1625 Wilson Avenue
Sheboygan, Wisconsin 53081
(414) 458-4621

8 teachers completed the course
Contact: Mr. A.J. Hall

Jefferson Elementary
1402 Manila Street
Manitowoc, Wisconsin 54220
(414) 684-4554

8 teachers completed the course
Contact: Ms. Phyllis Clemenson

Minicourse 5 (cont'd)

Milwaukee, Wisconsin

5 teachers completed the course

Barstow Elementary
Waukesha, Wisconsin
(414) 547-8176

5 teachers completed the course
Contact: Mr. Chester Duckert

Cowern Elementary
Margaret Street
North St. Paul, Minnesota
(612) 777-7401

12 teachers completed the course
Contact: Mr. Doug Bourassa

Ames Laboratory School
The University of Wisconsin-River Falls
River Falls, Wisconsin 54022
(715) 425-6701

9 teachers completed the course
Contact: Dr. Ralph Fessler

Harrison Elementary
760 Princeton Road
Janesville, Wisconsin 53545
(608) 756-1311

5 teachers completed the course
Contact: Mr. George McKilligan

Mineral Point Elementary
Cothern Street
Mineral Point, Wisconsin 53565
(608) 987-3361

5 teachers completed the course
Contact: Mr. Thomas Mielke

Minicourse 5 (cont'd)

Orchard Ridge Elementary
5602 Russett Road
Madison, Wisconsin 53711
(608) 271-8551

5 teachers completed the course
Contact: Mr. Jerry Conwell

Emerson Elementary
21st Street and Campbell Road
La Crosse, Wisconsin 54601
(608) 782-0836

2 teachers completed the course
3 University of Wisc.-La Crosse students completed the course
Contact: Mr. Terry Witzke

Curran Elementary
315 S. Oneida Avenue
Rhinelander, Wisconsin 54501
(715) 362-2819

11 teachers completed the course
Contact: Mr. Joe Obey

Viroqua Elementary
Court Street
Viroqua, Wisconsin 54665
(608) 637-7071

5 teachers completed the course
Contact: Mr. Chester Lee

Dafoe Elementary
116 East Elm Street
Wautoma, Wisconsin 54982
(414) 787-3346

5 teachers completed the course
Contact: Mr. Thomas Whalley

Minicourse 8 - Organizing Independent Learning - Primary Level

Little Elk Creek Elementary
Route 3
Menomonie, Wisconsin 54751
(715) 235-3300

4 teachers completed the course
Contact: Mrs. Eileen Johnson

Wilshire Park Elementary
3600 Highcrest Road, N.E.
Minneapolis, Minnesota 55418
(612) 781-6931

6 teachers completed the course
Contact: Mr. Charles Burnside

Lannon Elementary
Menomonee Falls, Wisconsin 53051
(414) 246-6471

5 teachers completed the course
Contact: Mr. Doyle Alexander

Ambruster Elementary
7000 Greenway
Greendale, Wisconsin 53129
(414) 421-0447

10 teachers completed the course
Contact: Mr. Jerome Lent

Washington Elementary
600 West 5th Street
Marshfield, Wisconsin 54449
(715) 387-1238

5 teachers completed the course
Contact: Mr. Joseph Rucinski

Winneconne Elementary
233 South 3rd Street
Winneconne, Wisconsin 54986
(414) 582-4493

8 teachers completed the course
Contact: Mr. John Reukauf

Minicourse 9 - Higher Cognitive Questioning

Cochrane-Fountain City Elementary
Joint School District No. 1
Fountain City, Wisconsin 54629
(608) 687-4171

5 teachers completed the course
Contact: Mr. Kenneth Wald

Milton East Elementary
Box 347
Milton, Wisconsin 53563
(608) 868-3260

7 teachers completed the course
Contact: Mr. Thomas Cusack

New Richmond Elementary
450 South Arch Avenue
New Richmond, Wisconsin 54017
(715) 246-2123

3 teachers completed the course
Contact: Mr. Donald Mayer

Greenwood Elementary
418 North 8th Street
River Falls, Wisconsin 54022
(715) 425-7171

4 teachers completed the course
Contact: Mr. Homer Kringel

Pennsylvania Department of Education

During the school year 1971-72, five Minicourses (1, 2, 5, 8, and 9) were used by the Pennsylvania sites. All five Minicourses were used in each site during the course of the project with the exception of McKeesport which elected to use Minicourses 1 and 5 for a longer period of time instead of using Minicourse 2 and which had to postpone use of Minicourse 9 until the summer session because of scheduling problems. Minicourse 2 was used in two schools in Bethlehem because of its particular applicability to the school population which includes large numbers of Spanish-speaking children. With the exception of Randolph-East Mead in which all Minicourses were used in the same building, the local coordinators elected to use each of the Minicourses in a different school to achieve district balance of participation.

For the most part, the Minicourses were used at the elementary level, although Huntingdon and Bethlehem used Minicourse 9 in a middle school and in a junior high school respectively.

A total of 133 teachers from the five sites participated in the project. Of this number 53 received college credit* and 14 received in-service credit.** A complete list of all participating teachers by district is found in the attached district final reports.

During the course of the project, the local coordinators conducted 93 demonstrations attended by 972 visitors. In addition, the two state coordinators conducted 20 demonstrations for Intermediate Unit personnel, PDE personnel, and participants at several state conferences involving approximately 200 educators. It was agreed at the mid-year evaluation conference that the use of evaluation sheets would be limited to those who actually visited demonstration sites, so no record of the reaction of those reached directly by PDE staff exists.

Local Coordinators

Mr. Harry Markley, Elementary Supervisor
Colonial School District
Germantown Pike
Plymouth Meeting, Pennsylvania 19462
215/825-1500

Mr. Ronald R. Becket, Asst. Superintendent
McKeesport Area School District, Admin. Offices
402 Shaw Avenue
McKeesport, Pennsylvania 15132
412/672-9731

Mr. Robert Zimmerman, Social Studies Coordinator
Bethlehem Area School District
2307 Rodgers Street
Bethlehem, Pennsylvania 18017
215/865-5511

Mr. Dennis Livi, Principal
Randolph-East Mead Elementary School
Guys Mills, Pennsylvania 16327
814/789-3521

Mrs. Estella Stoudt, Reading Supervisor
Huntingdon Area School District
723 Portland Avenue
Huntingdon, Pennsylvania 16652
814/643-4140

District of Columbia Public Schools

No report received.

2. HOW MUCH OF THE COST OF THE PROJECT, (I.E. RELEASED TIME, COORDINATOR SALARY, EQUIPMENT) WAS ACTUALLY ABSORBED BY THE INDIVIDUAL SITES AND NOT COVERED BY THE SUBCONTRACT FROM FAR WEST LABORATORY?

Teachers College, Columbia University

It is difficult to determine the actual cost of this project to subcontractors since no records were kept, except those directly related to expenses under the subcontract. However, it is safe to infer that costs were considerable. Bruce Joyce, Joe Kelly, Rhoada Wald, Marsha Weil, Gene Rude and several involved public school people gave considerable time and effort to the project, all beyond the budgeting limits of the subcontract. Probably the cost exceeded $20,000, chiefly in time of professional personnel.

Los Angeles County Schools

The attached budget gives a breakdown of costs absorbed by the individual sites and the county office:

Description	Federal Funds Budgeted	Federal Funds Expended	Local Contribution Budgeted	Local Contribution Expended
SALARIES	$12,860.00	$13,058.55	0	0
Project Coordinator (1) Budget: $1286/mo. X 10 mo. Actual: $11,536.36 + 11 days extension and 17 1/2 days vacation				
Project Secretary (1) Budget: $658/mo. X 10 mo. Actual: $5,388.01 + 11 days extension and 7 1/2 days vacation	6,580.00	5,837.93	0	0
Assistant Director (1), Div. of Curriculum and Instructional Services @ 5% of $1,879/mo. X 10 mo.	0	0	$940.00	$940.00
Intermediate Steno-Secretary (1), Division of Curriculum and Instructional Services @ 5% of $735/mo. X 10 mo.	0	0	368.00	368.00
District Coordinators Budget: 5 Coordinators X 25 Demonstration Days = 125 days X $80/day Actual: 34 Coordinators X 4 Demonstration Days each = 136 days X $80/day	0	0	10,000.00	10,888.00
Substitutes Budget: 5 days/course/teacher X 125 teachers = 625 days @ $40/day Actual: 5 days/course/teacher X 153 teachers = 765 days @ $40/day 5 days/course/teacher X 171 in-kind substitutes = 855 days @ $40/day	0	0	25,000.00	64,800.00
Fiscal Services, 2%	500.00	500.00	0	0
TOTAL SALARIES	$19,940.00	$19,396.48	$36,308.00	$76,996.00

Description	Federal Funds Budgeted	Federal Funds Expended	Local Contribution Budgeted	Local Contribution Expended
TRAVEL	$1,521.00	$1,072.81	0	0
FRINGE BENEFITS	1,712.00	1,448.39	0	0
MATERIALS AND SUPPLIES	700.00	660.64	0	0
EQUIPMENT				
Rental value of equipment required for 25 demonstrations of Minicourses of 5 weeks each: 125 wk. or 32 mo.				
Video Taping equipment, $375/mo.	0	0	$11,900.00	$16,184.00
Tape recorders, $20/mo.	0	0	640.00	0
16mm Projectors and Screen	0	0	4,160.00	5,744.00
Rental value of office furniture for County Schools staff, 10 mo. @ $83/mo.	0	0	830.00	830.00
TOTAL EQUIPMENT	0	0	$17,530.00	$22,758.00
SPACE	0	0	$2,620.00	$2,620.00
OTHER	$1,125.00	$991.53	0	0
TOTAL BUDGET	$24,998.00	$23,569.85	$56,458.00	$102,374.00

Illinois State University

When initial arrangements were made with each common school district, the Demonstration Center Coordinator, Louise E. Dieterle, outlined the specific responsibilities of each site in keeping with the overall objective as outlined by the Far West Regional Laboratory for Educational Research and Development. The Center Coordinator made individual arrangements with each common school district, except Creve Coeur and Evergreen Park, to purchase services rendered. A set amount of money was paid to each common school district for said services rendered. The common school district then provided a School District Coordinator, equipment (including videotapes), and arranged for their own publicity.

CHICAGO PUBLIC SCHOOLS - 2 sites: Cather and Lowell Schools hired two full-time substitute teachers who were paid at the rate of $40.00 plus fringe benefits per school day for approximately ten school months.

Sent out publicity releases and published a brochure about Minicourses. Released two highly qualified teacher-coordinators one day per school week per school year; the salary for these two individuals would not have been covered by money given for services rendered.

Arranged for Dr. Angeline Caruso, District Superintendent, to give of her time and energy. Through Dr. Caruso Title I and Model Cities personnel made numerous visits to the Cather and Lowell Schools; decision-making personnel were there for numerous presentations.

GLEN ELLYN SCHOOLS - 2 sites: Hawthorne and Main Street Schools provided the principal-coordinators without charge and issued publicity releases.

PALATINE - Program used at various selected schools within the district. Provided a curriculum consultant-coordinator who worked with the Minicourse program one day per week, arranged for a variety of publicity releases, and presented the Minicourses to members of the Board of Education.

HAMMOND, INDIANA - 2 sites: Irving and Miller Schools. Released two principal-coordinators who worked with the Minicourse program one day per week and issued publicity released about the Minicourses. Made arrangements to demonstrate Minicourses during a state conference at the Irving School. Presented the Minicourses to members of the Board of Education.

CREVE COEUR AND EVERGREEN PARK - Both school districts released a principal-coordinator one day per week to work with the Minicourses during the five week period when the one Minicourse was in the school district. Both districts issued publicity releases.

Creve Coeur presented Minicourses over the Peoria television channel which reaches a great number of viewers. Both schools made their own arrangements for the supervision of classrooms while teachers who were participating in the Minicourse program were microteaching and reteaching.

University of Wisconsin

Particular schools throughout the state were first identified as demonstration schools having met the following requirements:

1. Enroll 5 teachers in the demonstrated course

2. Provide these teachers one hour of released time twice weekly for 5 weeks to permit participation in the Microteach and Reteach sequences, and make the necessary arrangements for substitute teachers.

3. Provide a small room suitable for uninterrupted, full-day video taping two days a week with 20 minutes of video tape per teacher and the video taping and playback equipment.

4. Accept on a scheduled basis, visitors that wanted to become acquainted with Minicourses (the Minicourse Coordinators arranged for and conducted these demonstrations visits).

In return for assisting the project staff in providing other schools in Wisconsin the opportunity to assess the teacher education value of Minicourses, the demonstration schools had free use of the completed package of materials for each course, and had access to a trained coordinator to help install and demonstrate each course.

Pennsylvania Department of Education

A sum of $3200 was sub-contracted to each of the five sites for implementation of the project. Included in this amount was the cost of the participation of the local coordinator in both the training workshop and the mid-year evaluation meeting. The rest of the funds were to be used for payment of substitutes for the release of participating teachers, purchase of tapes and equipment and local dissemination costs. Allocation of these funds were at the discretion of the local sites with approval from PDE.

Considerable flexibility in use of the funds was provided in the subcontract, but it was anticipated that the bulk of the amount would be used to pay substitutes for the time when teachers were released for microteaching and demonstrations. This did, indeed, proved to be true. Of the $16,000 allotted to the five sites, a total of $10,053.97 was spent for the payment of substitutes. A complete budget breakdown for each site is included in the final report submitted and attached. Two of the sites indicated costs absorbed by the district in excess of the amount provided. In both cases, the expenditures were for additional equipment which enabled larger numbers of teachers to participate.

Because the grant award funds were placed in a restricted account, it was not possible to charge such costs as phones, printing, postage and secretarial services against this account. Such costs were absorbed by the general Bureau of General and Academic Education account. The $600 originally budgeted for fixed costs were not charged to this account. It was not necessary to use the amount budgeted to cover the costs of travel to the Far West Laboratory by the state coordinators. The salaries of the two state coordinators were contributed by the PDE.

3. DID TEACHERS RECEIVE COLLEGE CREDIT? IF SO, FROM WHAT INSTITUTION? WILL COURSE CREDIT BE AVAILABLE FROM THE SAME INSTITUTION NEXT YEAR? IF SO, GIVE THE NAME OF THE CONTACT.

Teachers College, Columbia University

In Ridgewood, the teachers did receive three inservice credits from the Ridgewood Graduate School which counts equally with college credit on the Ridgewood Salary Guide.

Los Angeles County Schools

Teachers received two semester units of college credit through Pepperdine University School of Continuing Education, 8035 S. Vermont Avenue, Los Angeles, Ca. 90044

Illinois State University

All Demonstration Site personnel were given the opportunity to obtain college credit for the teachers who were participating in the Minicourse program. No one Demonstration Site wished college credit prior to May 29, 1972. Evergreen Park School District, who used Minicourse #5 during April-May and is currently using Minicourses #1 and #8 during June-July, has now requested college credit for their teachers. College credit will be given through the Division of Extension and Field Services, Illinois State University, Normal. Dr. Louise E. Dieterle will be the course instructor and has presented the course outline to the Division of Extension and Field Services for approval. Course credit will be available from the same institution during 1972-73 if all requirements as outlined by the Division of Extension and Field Services, Illinois State University, are met. Please contact Dr. Louise Dieterle, Illinois State University, Normal 61761 (309/438-2206) for information.

University of Wisconsin

Teachers involved in the demonstration program received college credit from five different University of Wisconsin campuses, including: Madison, Milwaukee, River Falls, La Crosse, and Stevens Point.

Approximately 60% of the teachers involved received college credit, usually at the graduate level. Each credit-granting institution and the professors involved perceived their role differently in respect to their involvement with the participants in Minicourse programs on a credit basis. Several approaches were used. Whereas one professor met informally and occasionally with the teachers, other professors attempted to extend the Minicourse program by requiring campus visits and a practical project of immediate applicability to their classroom instruction.

An attempt was made in all situations to provide outside resources, elaborate on the material presented, discuss and explore a variety of existing and related materials, and provide assistance in development of projects which demonstrated new knowledge.

Those teachers not receiving college credit did receive some form of school board credit from their respective districts.

In order to explore ways in which Minicourses could be made available to teachers taking education courses throughout the State of Wisconsin, the Minicourse program demonstration staff had a meeting with the following representatives of their institutions on May 25, 1972: Willard Brandt, The University of Wisconsin, Milwaukee; Ralph Fessler, The University of Wisconsin, River Falls; Owen Nelson, The University of Wisconsin, La Crosse; Keith Campbell, The University of Wisconsin, Stevens Point; Margaret Woods, The University of Wisconsin, Platteville; Jerry McGowan, The University of Wisconsin, Whitewater; and Peggy Georgevitch, Milton College (a private school). The basic question of concern was: "based upon our experiences this year, can Minicourses be incorporated into quality academic preservice and inservice teacher training programs for which our institutions can give undergraduate and graduate credit?" With the underlying assumption that all Minicourses are most valuable, the experiences and concerns of those present were discussed. Consequently, ways in which Minicourses could be incorporated in an academic program and the practical problem of making them available were the main topics.

To date, it would seem that the University of Wisconsin-Whitewater has had the most experience with the Minicourse program. They have used Minicourse 5 - Individualizing Instruction in Mathematics, with teams of student teachers, interns, and cooperating teachers. They have had their most successful experiences at the undergraduate level using the Minicourse as part of a methods course. Student response deemed it "the most beneficial part of our methods course." In this situation it fulfilled part of the requirements for the 16 credit student teaching experience. This model exemplifies the observation that the Minicourse should be seen as part of a total program, serving as a very practical transition tool.

A related occurrance at Whitewater was that when a student-teacher/cooperating-teacher team took a Minicourse, the inservice teacher took the course for school board credit, not University credit, even though it was available.

The role of the university in providing Minicourse instruction to interested people was described as an extremely important method of responding to the needs and interests of a specific area. The present demands of schools is more potent and manifest and the universities will probably be compelled to respond to these requests with more practical methods to fulfill their desires.

With such considerations we must seek ways in which universities can cooperate with schools on inservice programs. Whitewater's use of Minicourses was made possible through use of WIP (Wisconsin Improvement Program) funds to rent them. Another possible source of funding could be by having groups of institutions purchase Minicourses. An example is a multi-unit school league, which gets a $75 stipend for each teacher. This money might be used for Minicourse purchase. Wisconsin's cooperative educational service agencies are presently the most desirable means of making Minicourses available to a widespread audience. The staff has worked with them very closely throughout the year and has seen some very positive reactions with hopes for continued interest and action. Several of the CESA's have purchased or plan to purchase courses, and plans for the future utilization of courses are being considered by a number of educational agencies. For instance, University Extension in cooperation with UW-Milwaukee and CESA 19 will make training programs available in the Milwaukee area in the coming year.

Pennsylvania Department of Education

PDE Coordinators arranged for credit to be granted for Minicourse participation through the School of Continuing Education of The Pennsylvania State University. It was agreed that two graduate credits would be granted to any teacher who satisfactorily completed a Minicourse and who applied for credit through one of the extension campuses of PSU and paid the necessary fees. By chance, all of the sites were readily accessible to extension campuses and the necessary registration, payment etc. was handled by the local coordinator and a designated individual at each campus. Because of the direct involvement of the Department in this project, Penn State permitted the individual serving as local coordinator to verify the satisfactory performance of a teacher seeking credit.

Mr. Becket at McKeesport was able to make similar arrangements with the University of Pittsburgh for granting credit to teachers who preferred to receive it from that institution.

Penn State has indicated an interest in continuing to offer credit for Minicourse participation, although the exact details have not yet been established. There is every indication that Pitt will continue to provide this service, and two other institutions, Lehigh University and Wilkes College, have also expressed a willingness to pursue this matter. The outstanding cooperation of Penn State in this project was due largely to the efforts of Gordon C. Godbey, Associate Dean for Continuing Education, College of Education, The Pennsylvania State University, University Park, Pennsylvania 16802. At the University of Pittsburgh, arrangements were made through Dr. Robert Southworth, Department of Elementary Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

4. DID ANY OF THE SITES USE ANY UNIQUE IMPLEMENTATION TECHNIQUES? PLEASE DESCRIBE.

Teachers College, Columbia University

The Ridgewood site included parents and high school students as Minicourse participants.

Los Angeles County Schools

None

Illinois State University

No, I do not believe any of the Illinois-Indiana sites used any highly unusual techniques of implementation. I believe that the Chicago sites tried, somewhat successfully, to invite key decision-making personnel to their sites. The decision-making personnel were individuals who worked directly with Title I and Model Cities programs, and these individuals did visit the sites individually and in groups more than once during 1971-72.

From my limited experience working with Minicourses, I find that site visitors find the concept of Minicourses somewhat difficult to comprehend, or it may be that they find the broad area of changing teacher behavior rather frightening. However, as a result of the Laboratory's work with a larger number of sites and from the responses to the questionnaire, I would be anxious to know of unusual implementation techniques that I could use in the future. Although the Minicourse Demonstration Center Project officially ended on May 31, 1972, I will always be interested in Minicourses as a way of helping preservice and inservice teachers improve their teaching performance. The Minicourse is a fine way to help teachers acquire systematic procedures for diagnosing their own teaching strengths and weaknesses.

University of Wisconsin

None

Pennsylvania Department of Education

Basically, the same pattern of implementation was followed at all five sites. The teachers who participated were volunteers who became interested in taking the Minicourse after attending an orientation session conducted by the local coordinator or after hearing about it from other teachers. In general, a week was allotted for each Minicourse sequence with one day designated for film viewing, two days for micro-teaching, one day for demonstration activities. In four of the sites, the teachers viewed the model and instructional films on their own time and were provided with released time for the teach and re-teach sessions. In one district, contract negotiations made it necessary for released time to be provided for the viewing sessions as well.

In most instances, one substitute was hired for each of the days scheduled for micro-teaching. This individual then rotated from classroom to classroom, covering the classes of participating teachers for the duration of the teach or re-teach sessions. None of the sites reported any major difficulties in scheduling or in securing adequate facilities for the microteaching activities. Both Bethlehem and Huntingdon did indicate that scheduling at the middle school and junior high levels was somewhat more complex because of the more rigid nature of the overall schedule structure.

Each site was asked to indicate its most effective dissemination strategy and the five responses form a composite strategy for a State-wide dissemination program. Since several of the activities were mentioned more than once, it would appear that the following were essential to the success of the project:

1. At the State level, the preparation of a School Administrators' Memorandum describing the project and identifying the sites. This announcement signed by the Secretary of Education and sent to all school districts and Intermediate Units proved to be an effective means of bringing Minicourse to the attention of Pennsylvania educators.

2. At the State level, letters to all administrators and teachers indicating an interest in Minicourses via the U.S.O.E.

3. At the State level, information supplied via the Education Congress, 7 special programs for Intermediate Units and 3 meetings for Department personnel.

4. At the State and local levels, the establishment of direct contact with the Intermediate Units.

5. At the local level, the sending of flyers and announcements of demonstrations to schools within the general geographic area.

6. At the local level, the establishment of a fixed day of the week as the demonstration day for the duration of the project.

7. At the local level, the provision of release time for teachers within the district to attend demonstrations.

8. At the local level, follow-up contact with interested visitors by Macmillan representative.

5. DESCRIBE THE DISSEMINATION STRATEGIES USED BY YOUR CENTER. WHAT WERE THE MOST SUCCESSFUL TECHNIQUES YOU USED?

Teachers College, Columbia University

Three major dissemination strategies were used by the Teachers College site. First, letters were mailed to anticipated clientele in the metropolitan New York area. Five mass mailings were made to all teacher training institutions: The United Federation of Teachers; principals in New York City; superintendents, assistant superintendents and principals in northern New Jersey; and to all parochial schools in New York City. These letters stressed the importance of Minicourses and invited interested personnel to visit demonstration sites. The Teachers College site concentrated on major conferences as a central dissemination effort. It was felt that conferences as a central dissemination effort. It was felt that conferences featuring national leaders in performance-based teacher education and classroom teachers actually using Minicourses would be the best way to reach large audiences. (An announcement of the November 19th conference in Ridgewood is enclosed). It was further thought that this was an effective way of demonstrating the relationship between theory and practice in teacher education to public school personnel. Thirdly, five visitation sites were established. These sites were in Ridgewood, the Agnes Russell School at Teachers College, St. Paul the Apostle in New York City, at the Pearl River Elementary School in Orange County, and at the Brookside Elementary School in Westchester County, New York. In addition, members of the Teachers College Team made presentations at the New Jersey Association of Curriculum Development and at the Catholic Education Conference in Atlantic City.

Finally, two Fall demonstrations are planned. One is for the October meeting of the Bergen County Superintendents' Meeting, the other is for a Fall meeting of the Metropolitan School Study Committee, an association of over fifty suburban schools. In addition, demonstrations were made in classes on supervision at Teachers College, reaching about 200 local area supervisors.

Los Angeles County Schools

POTENTIAL SOURCES OF VISITORS FOR MINICOURSE DEMONSTRATION SITES

Each of the visitors will be required to fill out an evaluation sheet on the Minicourse material.

The first source suggested would be the Board of Education. It is important to apprise them the latest methods developed for instituting effective teaching skills. It's nice for them to know that their school district is one of the leaders in the nation to implement these programs.

The second source would be fellow administrators throughout the district. They are interested in what is being done to raise the instructional level. The principal can demonstrate that, at his school, new programs are in progress.

The third possible source would be administrators from neighboring districts.

The fourth source would be district-level personnel, interested persons influential in implementing this type of program on a permanent basis.

A fifth source would be student teachers, if the demonstration school happens to be located near a teacher's college.

The sixth source would be the PTA. Schools have been long negligent in the area of public relations. People want good education for their children. The Minicourse would serve as an ideal source for securing support from the community. Let the parents know that, at their children's school the newest education material is in operation.

Press Releases

Press releases have been written and sent to schools now conducting Minicourse demonstrations. Others will be written and sent as needed. Arrangements have been made to conduct a program on Channel 2 called "Steps to Learning" through Phil Essman of the Los Angeles County Offices. Approval for use of the Minicourses on television was requested and received from Macmillan. (see letter) Writing of the script has begun. Approval will be requested by the Far West Laboratory on the final script before taping to assure proper representation of Minicourse material. CBS has been visited to become familiar with format and approach of the show. Preliminary steps have been taken to have a major publicity effort at an inner-city-school demonstration site. The Los Angeles Times and local television news stations will be contacted.

Contact list

The well-worked-out strategies by the Far West Laboratory assume that the Minicourse has been placed in a school and that a coordinator for that Minicourse has been identified and trained. Problems particular to the Los Angeles County Research Project rendered these strategies ineffective in the initial stages of the program.

A list of persons who had responded to mailing on the Minicourse was supplied by Far West Laboratory. These people have been contacted. County Office Consultants were contacted individually and asked to identify persons from the County Directory known to be interested in the implementation of new material and eager to explore new programs. The responses from a survey done by the County Offices asking district superintendents specific areas of interest were gone over. All those interested in Minicourses were placed on the list to be contacted.

Copies of that list are on file here and are being sent to the Far West Laboratory as requested. Names have been cross-filed and coded for contact person on our rolodex for future reference.

Contacts

Before any implementation can take place, school personnel must know what the Minicourse is, what it does and what is involved in the installation of the course. Studies show that the more personal the contact, the greater the percentage of response.

Letters were written and sent to all persons on the list with a personal note wherever possible stating who recommended that they attend the demonstration. Returned cards were included for scheduling. Responses are scheduled for September 30 or October 5, according to date requested. Demonstrations are rapidly filling to capacity, and an additional demonstration is being scheduled to handle the overflow if all Minicourses are not placed through the first two demonstrations given.

Decision-makers

Since time plays such a vital role in the fulfillment of this contract with the Far West Laboratory, it is imperative that large groups of people in decision-making positions be reached at one time. The, planning and execution of this demonstration must be such that a maximum number of schools be scheduled as early as possible to use the Minicourse.

Demonstrations are scheduled for September 30, and October 5, in the Los Angeles County Office Building utilizing the Board Room and the Film Projection Room. Another demonstration is being scheduled during the week of October 11, to handle the overflow of responses. This third demonstration will be held only if all Minicourses are not scheduled by October 5th. Art Freier from the Los Angeles City Schools was contacted. Minicourse 5 will be demonstrated in a minimum of six schools in that district. An additional copy of Minicourse 5 is being obtained from Macmillan for use in other Los Angeles County School Districts.

Illinois State University

DEMONSTRATION

a. Mailings

Oct.	---	18	mailings in response to inquiries
Nov.		13	" " " " "
Dec.		1	" " " " "
		13	" concerning visitation during ATE
Jan.		445	" to Illinois Superintendents concerning Minicourse program
		134	" to Indiana Superintendents concerning Minicourse program
		37	" to Illinois teacher educators
Feb.		136	" to Indiana Superintendents concerning Minicourse program
		138	" to various Illinois educators concerning the Minicourse program
		5	" in response to inquiries in connection with ATE
		4	" in response to general inquiry
March		5	" in response to general inquiry
		136	" concerning Minicourse program for AERA interested educators
		2,600	" to Indiana teachers and administrators
April		54	" concerning Individually Guided Education in relation to Minicourses at Evergreen Park
		58	" to Office of the Superintendent of Public Education personnel
		153	" to neighboring school districts for Evergreen Park
May		294	" publicizing the Creve Coeur site
		255	" to Illinois State University faculty and staff

b. Correspondence (as of the middle of April)

with - Demonstration Sites - over 250 letters, plus numerous packages of tapes, handbooks, etc.

with - Far West - 90 letters

with - Macmillan - 45 "

Others

Chicago	- 61	letters
Springfield	- 31	"
Indiana	- 3	"
specific inquiry replies	- 9	"
miscellaneous	- 75	"

c. Flyers distributed during state meetings

September and April - Illinois Association for Supervision and Curriculum Development

October - Illinois Association of Teacher Educators

April - Illinois Council of Teachers of Mathematics

May - Illinois Association of Teacher Educators

d. Flyers distributed at national meetings held in Chicago

February - Association of Teacher Educators

April - American Educational Research Association

e. Publicity via journals

Illinois Association of Supervision and Curriculum Newsletter 5 issues per school year sent to 600 plus members. Each issue contained an article of some length giving basic information including locations of centers and visitation days and hours.

Illinois Education Association Journal
State journal sent to more than 70% of Illinois teachers and administrators
Article about Minicourses written by Dunning and Dieterle

Office of the Superintendent of Public Instruction Mathematics Newsletter (OSPI)
Article about Minicourse 5 which was distributed to all Illinois elementary and secondary schools

Association of Teacher Educators Bulletin-January 1972
Sent to more than 2,000 teacher educators in the United States
Announcement of Minicourse program and invitation to visit Chicago sites

f. Radio Broadcast - Chicago 15 minute

Louise E. Dieterle made a taped broadcast about Minicourses for station WBEZ, Chicago Public Schools in October

g. Television

Edwin Leeper, Creve Coeur, made arrangements with a local television station to present a brief program about Minicourses. The television program was broadcast at 6:00 p.m. and again at 10:00 p.m.

h. Selected demonstrations given by Louise E. Dieterle

Chicago Public Schools
Participated in a meeting sponsored by Dr. Angeline Caruso for Title I personnel.

Creve Coeur
Spoke to Superintendent and Principal re: Minicourses. This meeting was a follow-up to a presentation made by a colleague re: Minicourses during Spring 1970.

Evergreen Park Public Schools
Spoke to administrators about Minicourses; showed them several Minicourse #8 films. They are working in the IGE, Wisconsin Multi-Unit program.

Hammond Public Schools
Spoke to administrators about Minicourses; showed them several Minicourse #1 films

Illinois Association of Teacher Educators - October meeting
Spoke to more than 200 teacher educators about Minicourses and showed one film for Minicourse #8.

LaSalle-Peru Extension Class
Spoke to the students, experienced elementary and secondary teachers and administrators, about Minicourses. Showed several Minicourse #1 films.

Office of the Superintendent of Public Instruction (OSPI), Springfield
Spoke to the Assistant Director of Curriculum and Mathematics Consultants re: Minicourse #5.

Springfield Public Schools
Spoke to Assistant Superintendent and six Directors about Minicourses.

University of Wisconsin

Dissemination strategies used by our Center included:

a. Two promotional brochures which were mailed to all public and private school buildings in the State of Wisconsin, and in the Minneapolis-St. Paul, Minnesota area. (Copies included in attached materials.)

b. Center for Extension Programs in Education Coordinators

c. Radio interviews

d. TV interview

e. Local Newspapers

f. State Superintendent's Bulletins

g. Local Superintendent's Bulletins

h. Cooperative Educational Service Agency Newsletters

i. WEA Journal

j. Personal contact with key school personnel

k. In-service day presentations

l. Sectionals at conferences

During the second semester dissemination efforts were directed toward giving demonstrations not only at the school sites, but also for local principal's meetings, university classes, and to groups of university professors.

Large group presentations also included:

1. Wisconsin R&D Center
2. Wisconsin State Department of Public Instruction
3. Cooperative Educational Service Agencies

The process of carrying out an effective publicity program is intriguing in itself. Reliance upon the help of others (Public Information Personnel, etc.) while useful, is not sufficient. The most important element of meaningful publicity is the "Personal Touch." Relying upon someone else to effectively relay a message you want to convey can be misleading to the people you want to reach.

In general, the activities planned by the coordinator for demonstrations were similar in all sites. One variable was the length of time devoted to the demonstration itself. This ranged from an hour in some schools to two and one-half hours in others and was dependent upon the length of time facilities for visitors were available and upon the coordinator's schedule.

The basic format for demonstrations included:

1. introduction and verbal overview by coordinator
2. slide-tape or filmstrip tape presentation from FWL
3. interview with participating teachers
4. showing of a model or instructional film from current Minicourse
5. question and answer period
6. completion of evaluation sheets

Optional activities included the viewing of film, A Teacher's Perspective, a visit to the micro-teach lab or room, and the viewing of video-tapes of micro-teach lessons with the permission of the participating teachers.

During early visitations to the sites the state coordinators determined that the most effective demonstrations included the viewing of a model and/or an instructional film from one of the Minicourses. Without these, the presentations seemed incomplete, the entire Minicourse procedure remained somewhat theoretical and the expectations of the visitors were unfulfilled. This observation was shared with all local coordinators and the necessary modifications in demonstration activities were made. The state coordinators, too, found that their orientation presentations were less successful when actual Minicourse lessons were not available to them.

For future projects, it is the recommendation of the state coordinators that a minimum of two hours be set aside for demonstrations. This allows sufficient time for viewing the materials, for assimilation of the Minicourse procedure, and for a leisurely question and answer period. One district publicized its demonstrations as all-morning educational seminars, a technique which proved quite effective.

The participation of a teacher taking a Minicourse was a successful element in the demonstrations, particularly if the visitors included other teachers and especially if that same teacher also shared his or her tapes. For future demonstrations, it is recommended that the teachers play a more active role in describing the Minicourse procedure, including their reactions to the various steps rather than just presenting answer-all reaction which tends to sound somewhat "canned."

6. DISCUSS THE STRENGTHS AND WEAKNESSES OF THIS YEAR'S DEMONSTRATION EFFORT. INCLUDE COMMENTS ON THE WAY THE PROJECT WAS STRUCTURED AND SERVICED BY FAR WEST LABORATORY AND THE WAYS IN WHICH YOUR CENTER ACTUALLY IMPLEMENTED THE DEMONSTRATION PROGRAM.

Teachers College, Columbia University

Strengths:

The two major conferences organized by the site were well-attended and well-received. Bruce Joyce made presentations at both. A presentation team of classroom teachers and an elementary principal who were involved in working with Minicourses proved to be most effective. These people from the "real world of teaching" gave a sense of credible reality to the entire project. Another strength was the skilled advice and service rendered by the dissemination director from the Far West Laboratory.

Weaknesses:

Weaknesses seem to fall into two categories. One was the inability to draw people to the demonstration sites. The conference and other Teachers College events reached many of the people who ideally would have visited the sites. The conference activity appeared to satisfy them rather than draw them to the sites. However, the Macmillan Company's tardiness slowed down the beginning of demonstration at many sites, making it difficult to usher conferees to the sites.

Another weakness was the inability to get participants at a conference to see the value of filling out the evaluation forms. Evaluation attempts at the conferences were not effective.

Los Angeles County Schools

Strengths:

The project in Los Angeles County covered a wide area and involved 30 districts, 34 schools with 334 teachers and administrators taking the course.

Availability of videotape recording equipment for all schools was the key to involving the number of districts participating. Without VTR equipment available, very few schools would have been able to use the Minicourse. Principals of th demonstration sites serving as on site coordinators were encouraged to acquaint their fellow administrators and district-level personnel, as well as administrators from neighboring districts, with the Minicourse being demonstrated at their school. Educators from throughout the Los Angeles County had an opportunity to become familiar with Minicourses.

Weaknesses:

Not all district coordinators were strong; a few did not give the Minicourse adequate exposure

The Minicourse material arrived late, making scheduling and rotation extremely difficult.

The districts did not have the videotape capability to utilize the Minicourses even as part of a demonstration project. Videotape had to be supplied so that they could participate.

Illinois State University

Strengths:

I have worked in numerous educational endeavors, but I have never had the privilege of working with such fine professionals. The Far West Laboratory for Educational Research and Development personnel structured the Demonstration Sites with just enough support to allow for variation and individualization. They were always available via phone to give additional assistance in whatever way possible.

The Chicago Public School personnel were extremely impressed with Mrs. Barbara Dunning and her professionalism. They have indicated to me that they would enjoy having the opportunity to work with her again. I believe the Chicago sites were successful because of Mrs. Dunning's fine cooperation and her fine cooperation and her positive approach to all situations.

Problems rather than Weaknesses:

The vastness of the nature of dissemination appears to be a real problem. I am not sure I really know the best way to disseminate information. I do know that the "drip-drop" method is paying off to a small extent. The "drip-drop" method is dropping information on the same people from time to time. Chicago saturated their schools with the information via bulletins, community councils, Model Cities, and Title I personnel, and finally some of the outer areas of the city are responding. Demonstration Centers should go to the people and then return for reinforcement. Schools may be interested, but it is a chore to get them out to visit another school.

Demonstration Centers may not have been the correct terminology to use. Minicourse Demonstrations were a new breed, and individuals came to schools expecting to see a "demonstration." This was new and often hard to digest in a short span of time. Even teacher educators who are working in the field daily found the concept rather difficult to accept and/or understand on a one-shot demonstration.

Radio, television, and newspaper coverage needed to be used and expanded. On first sight and thought Minicourses appear to be expensive, but school districts forget the amount of money they spend for a "one-shot" consultant appearance. We need better ways of costing out this new preservice/inservice program.

University of Wisconsin

The type of program executed by this demonstration staff should have its greatest thrust during the fall semester. Attendance at the demonstration sites themselves was poor from January through May. Two reasons for this are the administrator's overriding concern with budget and contract negotiations, and end of the year type problems.

The second semester of a demonstration program could be directed toward large group meetings which are attended by the same people you would see at the demonstration sites. Three examples of meetings of this nature are: Education Association Meetings, State Intermediate Agency Meetings, and Local Principal and Superintendent Meetings. This type of presentation is valuable because principals or teachers that were worked with in the fall are usually in attendance and are eager to share their experiences. If they are not available, it is not too great a problem to get someone who has been involved to come. In some cases, the Wisconsin project paid for substitutes for teachers to leave their buildings for a half day to attend a demonstration meeting.

The greatest difficulty encountered was the organizational phase in the fall. The time element made difficult the establishment of a sound basis for operation in the initial demonstration sites. The big concern was to get into a school and get started, whether or not the staff or they were sufficiently prepared. Since finding demonstration sites proved to be easy since the benefits of being a site were obvious, more planning time could result in a larger total thrust. The coordinator's initial training session might include a more thorough section on approaching the administration and staff while identifying possible demonstration sites.

Pennsylvania Department of Education

The overall reaction to the Minicourse Project has been extremely positive, both on the part of the Department of Education and on that of the participating districts. The school districts were eager to participate and cooperated with the Department in every way. In all instances, the efforts of the districts and the local coordinators far exceeded the demands and expectations of the state coordinators. Indicative of the reaction of the participating districts is the fact that three of them have purchased Minicourses for their own use. The other two, being in rural areas, are dependent upon I.U. support.

The relationship with the Far West Laboratory has been completely satisfactory for the duration of the project. Lab staff have been prompt to respond to all requests and inquiries and have displayed a genuine interest in the entire scope of the project from the beginning. Particularly worthy of note is the personal concern displayed by Mrs. Dunning, not only for the total operation at the State level, but for the conduct of the component parts at the local level. Her personal visits to all the sites, her

participation in the mid-year evaluation conference and her willingness to serve as a consultant for a Minicourse workshop at the Shippensburg Conference are evidence of her commitment and that of the Lab to the success of the project.

The conduct of a cooperative dissemination project of this type was a new venture for the Department of Education, and it is the opinion of the state coordinators that a successful dissemination model has been established through the operation of this project. This opinion is supported by the fact that the State Right to Read project for 1972-73 school year will be organized along similar lines and that the Drug Abuse program is undergoing some modifications as a result of the success of this project.

All of the districts involved have indicated a desire to participate in future projects, and the PDE is more than willing to engage in future cooperative ventures with Far West Laboratory.

The greatest strength of the project lay in the nature of its organization -- the establishment of a working, cooperative arrangement between a State agency, local districts and an agency devoted to research and development.

It was a great asset to be dealing with a "finished" product rather than one which was under development or one not substantiated by adequate research. Perhaps the greatest strength of all was the Minicourse itself which proved to be so effective everywhere it was used.

During the operation of the project a subtle variance seemed to have developed between Lab and PDE as to the final objectives desired. From the State standpoint, the primary objective was dissemination of information about Minicourse, developed of familiarity with the Minicourse concept and the establishment of a foundation for future use. As the year progressed the Lab, perhaps understandably, seemed to be increasingly interested in the number of immediate purchases resulting from the project. No doubt this stems from the relationship of the Lab to Macmillan Educational Services which is, in the last analysis, a commercial one.

Because the relationship of the Lab and this project to Macmillan Educational Services was the source of many queries this year, it seems appropriate to mention some of our concerns and recommendations in this document. This is in no way to be construed as a criticism of the Lab which supported our project in every possible way, but is rather an indication of our feelings that the best solution to the problem of realistic and adequate support for the dissemination of projects developed with Federal funds has not yet been found.

In Pennsylvania, the whole matter of "pushing" a commercial product is an extremely touchy one. Within the rather flexible parameters of the State Curriculum Regulations, school districts exercise a high degree of local option in selection of both methods and materials. Members of the Department of Education are not permitted to "endorse" commercial products,

although they have the responsibility of bringing new products and ideas to the attention of educators. During the course of this project, three of the sites were served by a Macmillan representative who considered it his responsibility to attend the demonstrations, to assist the local coordinator in answering questions concerning purchase arrangements, and most important, to make follow-up visitations to districts which evidenced a genuine interest in the acquisition of Minicourses. Two of the sites were "served" by a Macmillan representative who did not display such initiative. In these cases, the local coordinator had to assume the role of salesman, a function which he justifiably did not consider to be part of his responsibility to the project.

Although the reasons for the relationship between the Lab and Macmillan were well understood by all concerned and while it could not be considered a detriment to the operation of our project, we strongly recommend that the U.S. Office of Communication make every effort to seek ways in which the many excellent products which have been developed under Federal grants can be packaged and disseminated by non-commercial means.

7. IF YOU WERE HIRED AS A CONSULTANT FOR PURPOSES OF ADVISING NEXT YEAR'S DEMONSTRATION CENTER PERSONNEL, WHAT WOULD YOU SUGGEST TO THESE NOVICES?

Teachers College, Columbia University

Two suggestions are offered for future disseminators: First establish a yearly schedule of conferences featuring Minicourses. These conferences should be based at demonstration sites in public schools. Each conference should include a national authority, a name credible to public school personnel and local site staff.

After each conference, solicit names of school districts that would like to be involved in the dissemination effort. From the list of interested districts, select a few of the most enthusiastic and establish mini-demonstration sites. A "mini-site" would last for 6 - 8 weeks and Minicourse materials should be made available during this time. Dissemination efforts such as newspaper articles, site visitations, and presentations to groups of administrators, teachers and parents should be required. In this way, a greater number of people would be committed to Minicourse utilization and dissemination.

Los Angeles County Schools

The first step would be to hold an introductory meeting with all coordinators involved - the old coordinators from this year's Minicourse Demonstration Project and the new coordinators that would be running the projects next year. An exchange of ideas and experience would enable new coordinators to gain from our experience.

The second suggestion would be to structure the program so that it could be continued as an on-going project.

Illinois State University

I would hope the school district would:

Select coordinator on basis of personality, knowledge of school district(s), and one who has respect of fellow-teachers and administrators.

Train coordinator in basics of Minicourse Demonstration.

I would suggest and attempt to help the novice:

Design two-three basic types of demonstrations that could be used with teachers, administrators, and teacher educators. Plan a six month publicity schedule that includes newspapers, radio networks, and television channels in areas so that complete coverage is given to Minicourses each month. Obtain a listing of state organizations meeting in vicinity of Demonstration Center and arrange to give on-site demonstrations and distribute flyers.

Obtain a listing of state meetings and arrange to distribute flyers, and, where possible, give on-site demonstrations.

Make up a "dummy videotape" showing sample Minicourse microteaching lessons. (These would be done only with teacher approval.) Select one site that will use only audio-tape. This will help overcome the objection that VTR is too expensive to purchase. Arrange for student teachers to participate in Minicourses by selecting one site where student teachers work.

University of Wisconsin

See answer to question 6.

Pennsylvania Department of Education

There can be no doubt that the greatest potential for future use of Minicourses in Pennsylvania lies with the 29 Intermediate Units. These intermediate agencies created by act of the General Assembly in July, 1971, replaced the 69 County Offices and will be service oriented. This past year, the I.U.'s were directed to devote their time and resources to organization and planning. For this reason substantive contact with the I.U.'s was not feasible until late in the operation of this project. In subsequent operations of this type the I.U.'s would play a much greater role because organization of inservice programs for constituent districts has been established as one of their major functions. The I.U.'s have also absorbed the former Regional Instructional Materials Centers, and in this capacity, they are eligible to utilize NDEA funds for the purchase of films, and through NDEA Special Projects, to support inservice activities. (The local school districts are not eligible to use NDEA funds for either of these purposes under the Pennsylvania Guidelines). Despite the long delay in establishing contact with the I.U.'s, their response to Minicourses thus far has been very positive, and increased use by these agencies is anticipated.

Recent action taken by the State Board of Education has created a very favorable climate for future emphasis on inservice programs. As a result of modifications made in the certification procedures, all 24 hours of post-baccalaureate credit required for permanent certification may now be satisfied through participation in approved inservice programs. These programs may be designed either by the school district or by intermediate agencies and will be subject to approval by the PDE. In taking this action, the State Board has eliminated the previous requirement that inservice programs offered for credit must be affiliated with a college or university. The PDE coordinators are now engaged in negotiations with the Bureau of Academic Services to establish Minicourse as an approved program. Since the Minicourses are completely developed and the effectiveness of their use in Pennsylvania schools well validated through this project, the potential for future use under these new procedures is very great.

In assessing the results of this project, the state coordinators have identified two major educational arenas in which little impact was made -- the School Districts of Philadelphia and Pittsburgh and the teacher-preparation institutions. To have achieved the desired impact on these bulwarks would have required either a modification in the original design which would have resulted in the elimination of one or more of the sites or additional funds for the support of sites in Philadelphia and Pittsburgh and in at least one college.

It is very obvious to the state coordinators who are familiar with the practices, procedures and various stages of development of Pennsylvania schools that this project could not have been undertaken without the financial support furnished by the Far West Laboratory. The practice of releasing teachers for inservice activities and of making the necessary supportive financial provisions is not yet a fully established part of the operation of most school districts in Pennsylvania. One of the positive outcomes of this project was demonstration of this strategy as a viable educational practice.

8. HOW DID THE SCHOOLS REACT TO BEING DEMONSTRATION SITES?

Teachers College, Columbia University

Schools generally reacted favorably to being involved as demonstration sites for the project. Greater enthusiasm seemed to be generated in schools when the principal was visibly committed to the use of Minicourses. For example, Joe Lamela, principal of the Travell School, has 24 to 26 staff members taking Minicourses during the year. And even more important, the teacher response was very favorable.

Los Angeles County Schools

Reaction was mixed. Teachers and administrators were excited about the Minicourse. Some felt the demonstrations were a hassle. Some had difficulty getting people to attend. Others used the demonstration as an opportunity to promote their school and educational program, etc.

Illinois State University

All schools liked being demonstration sites and felt privileged to be working with Far West. There was a prestige factor involved in being affiliated with the Far West Laboratory.

Clerical Coordinator's reaction: For the most part the school's personnel have been highly enthusiastic about the demonstration site being there -- in fact the personnel have been more enthusiastic where sites have been located directly than in a district as a whole where sites are located. It's almost like a pebble in the water kind of reaction. The most immediate enthusiasm emanates from the demonstration site directly, and then causes waves of lesser and lesser intensity the farther it goes from the site.

University of Wisconsin

Schools that served as demonstration sites reacted favorably in all situations. The degree to which they became involved in the total effort was more encouraging in some situations than others, but this is expected when working with people of quite diverse backgrounds. Motives for initially becoming involved ranged from a desire for publicity and visibility to a desire to improve the instructional process in their school. In all cases, however, the program was treated seriously by those involved. Teacher and administrator reaction to the programs was very positive, as they expressed a definite willingness to experience additional training of this nature. They were most happy with the practicability of the courses as they were able to apply their skills immediately, and sincerely appreciated the self-evaluative aspect of Minicourse training.

Pennsylvania Department of Education

All of us who participated in this project consider ourselves extremely fortunate to have been associated with the Far West Laboratory and to have had the opportunity to work with an instrument as effective as the Minicourse. We sincerely hope that this association will continue and that the PDE and its constituents may again serve as dissemination agents for innovative educational products.

9. IN YOUR OPINION, WHO MAKES THE BEST DEMONSTRATOR/COORDINATOR?

Teachers College, Columbia University

The best demonstrator-coordinator can hold any number of professional positions. He or she should be involved in teacher education, have a base in a public school and be committed to the competency-based teacher education movement.

Los Angeles County Schools

In my opinion, the Principal at the demonstration site makes the best demonstrator-coordinator. This person knows the community and the district-office personnel and has the opportunity to show what new educational material is being utilized at his site. It seems presumptuous for an outsider to come in and demonstrate what is happening at a school.

Illinois State University

No one category of person makes the best demonstrator-coordinator. The individual needs to have a fine personality, good knowledge of the school district, and be respected by colleagues.

I do feel that each situation is different, and that a principal can sell another principal, a district superintendent can sell another one, but for the overall day-to-day demonstrations a person with the above characteristics is best.

University of Wisconsin

As a result of the experience of the Wisconsin project, the staff believes the best demonstrator-coordinator would be a representative of the sub-contract agency. The primary reason being that such a person becomes familiar with a great number of different situations and can therefore answer effectively a greater range of questions. However, it is very beneficial to have a teacher and/or principal available for a short period of time.

Pennsylvania Department of Education

Because the individuals who served so successfully as local coordinators represented a variety of educational roles in terms of their positions in the school districts, it would be difficult to say that the best demonstrator-coordinator is drawn from any one category. This matter was discussed at some length at the mid-year evaluation meeting with the conclusion that the choice of coordinator should depend upon the local situation and that the individual selected should have some flexibility in terms of schedule demands and have personality qualifications which would be likely to gain teacher support.

There was general agreement that a teacher could not serve in this capacity unless special release time was provided and that the active support of the building principal was a key factor regardless of the coordinator's position.

10. WHAT WOULD YOUR AGENCY HAVE NEEDED IN ORDER TO MAKE A GREATER IMPACT IN YOUR GEOGRAPHIC AREA?

Teachers College, Columbia University

Our Agency's dissemination effort could have been strengthened several ways. First, one district could have been saturated with Minicourses and the necessary technical equipment to train large numbers of people. Such a "Maximum Impact Effort" would have attracted greater attention by the press which would have aided the dissemination effort greatly. Secondly, a greater number of competency-based conferences could have been organized. Thirdly, a Metropolitan-News-Letter featuring Minicourse utilization and effectiveness could have been established. All of these would, however, require increased personnel and greater funding.

In summation, we think that the Teacher's College site has contributed substantially to raising the level of awareness about Minicourses in the Metropolitan New York area. A number of teachers have been trained with Minicourses and an even larger number of public school leaders have attended conferences featuring Minicourse effectiveness.

Los Angeles County Schools

Delivery of the material on time. An insufficient number of handbooks were provided for the program.

Illinois State University

I believe Far West Laboratory personnel assisted me to the utmost. To make greater impact I should have:

Devoted a great deal more time to high level newspaper, radio and television publicity.

Established centers within each common school district that approached the demonstration in a different way. All centers followed a pattern.

Organized a "flying team" that would go from selected school to school within one or more school districts.

Spent more time with teacher educators who should be utilizing the Minicourse materials.

Worked with school districts in designing staff development programs built around Minicourses.

Worked out more step-by-step procedures for some coordinators.

University of Wisconsin

The Center for Extension Programs in Education would welcome a more thorough evaluation of the project than has been attempted, as it is convinced that the basic approach of the Far West Laboratory in sub-contracting with a statewide university extension organization is one that merits more attention as ways are sought to get excellent educational products into use. It is doubtful if a cost/benefit analysis of any type could turn up a more effective and an efficient outcome than was obtained through the project. The $25,000 was certainly well invested.

Throughout the project the staff was careful not to "sell" Minicourses, but to provide people an opportunity to make informed decisions about their value. Not everyone in Wisconsin yet is able to make such informed decisions, but practically every school system and educational agency has someone who is much better able to do so as a result of this brief project.

Pennsylvania Department of Education

No response.

Far West Laboratory
Minicourse Demonstration
Evaluation Sheet-Preliminary Version

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___

Which Minicourse Demonstration Site have you just visited?

_____

How did you hear about this Demonstration Site?

21.___Far West Laboratory or Office of Education mailing
22.___Personal contact by Far West Laboratory personnel
23.___Letter from the local site
24.___Personal contact by site personnel
25.___Article in local publication
26.___Other (please specify)_____

With whom did you talk during your visit to the Minicourse Demonstration?

27.___A teacher taking a Minicourse
28.___The Minicourse coordinator
29.___A Far West Laboratory representative
30.___The school principal
31.___Other (please specify)_____

Please rate the utility of the Minicourse Demonstration you have just seen.

32.___Very useful 33.___Useful 34.___So-so
35.___Somewhat useful 36.___Not useful

Which Minicourse did you actually see in operation?

37.___Effective Questioning - Elementary Level
38.___Developing Children's Oral Language
39.___Individualizing Instruction in Mathematics
40.___Organizing Independent Learning - Primary Level
41.___Higher Cognitive Questioning
42.___None

Had you heard of the Minicourse method of teacher training before your contact with this demonstration program?

43.___Yes 44.___No

Do you feel that the Minicourse can contribute to improving your teachers' effectiveness.

45.___Yes 46.___Perhaps 47.___No

Do you now have video taping equipment in your school district or college?

48.___Yes 49.___No

If Minicourses were available on loan from an intermediate agency in your area, would you borrow them for use in your program?

50.___Definitely 51.___Perhaps 52.___No

What chance do you think there is that you will use Minicourses this year or next?

53.___Excellent 54.___Good 55.___50/50
56.___Slight 57.___No chance

Do you need Minicourse films and handbooks to preview in your own college or school district?

58.___Yes 59.___No

If yes, which Minicourse(s) are you interested in previewing? If no, which Minicourses would be most useful in your district or college?

60.___Effective Questioning - Elementary Level
61.___Developing Children's Oral Language
62.___Individualizing Instruction in Mathematics
63.___Organizing Independent Learning - Primary Level
64.___Higher Cognitive Questioning

If you want information on other Far West Laboratory products, please check below:

65.___Parent/Child Toy Lending Library
66.___Elementary Science Information Unit
67.___American Government Information Unit
68.___Confrontation: A Human Relations Training Unit

Would you like to be informed of other Far West Laboratory products as they become available?

69.___Yes 70.___No

What are you now using or doing that you consider to be a satisfactory alternative to Minicourse teacher training? Please specify

_____

_____

Is there anything else we can do to help you as you consider implementing Minicourses? Please specify

_____

_____

Name_____Date_____

Position_____

Affiliation_____

Address_____
Street

_____
City State Zip

Business telephone_____
(Area Code)

For purposes of evaluating the success of this project, USOE has asked that we conduct a follow-up of your evaluation. We trust this will not inconvenience you.

Telephone Survey Instrument

Can you take about 5 minutes to answer a short survey? _____yes _____no

(if answer is NO):

When would be a good time for me to call back to talk to you?
date _____ time _____ phone # _____

Thank you.

1. Had you heard of the Minicourse method of teacher training before your contact with this demonstration?

_____yes where/how? _____
_____no
_____don't remember

(if answer is YES):

Has participation in the demonstration enhanced your understanding of Minicourses?

_____yes _____no

2. Did you take any literature with you from the demonstration?

_____yes _____not sure _____no

3. Would you like any other information to evaluate Minicourses?

_____yes: What else would you like? _____
_____no

4. On the questionnaire that you filled out at the demonstration, did you indicate an interest or need to preview Minicourse films and handbook?

_____yes _____probably _____no _____don't remember

(if answer is YES):

Have you been contacted by a Macmillan representative regarding preview materials?

_____yes _____no

Have you received the preview materials that you ordered?

_____yes _____no

5. Are you interested in having Minicourses in use at your institution?

_____definitely
_____perhaps
_____no why not? _____

6. What do you think the chances are that your institution will be using Minicourses next year?

_____already in use
_____excellent
_____good
_____50/50
_____slight Why? _____
_____none at all. Why? _____

7. Does your school or district need additional information to make a decision regarding the use of Minicourses?

_____yes What? _____
_____no

8. Have you contacted or spoken to anyone else about the Minicourses since the demonstration?

_____yes Whom? _____
_____no When? _____
_____rather not say

9. What other actions have you taken with regard to using Minicourse?

_____requested more information from Far West Laboratory
_____contacted Macmillan
_____visted or plan to visit another demonstration site
_____made presentation to colleagues
_____still studying information at hand
_____filed information away only
_____not yet taken any action
_____taken or will take some other action.
What? _____
_____plan no action or recommendation
Why not? _____

10. Who in your organization makes the decision to rent or purchase Minicourses?

_____you(respondent) _____assistant superintendent
_____parents/community _____superintendent
_____teachers _____school board
_____principals _____other (specify) _____
_____in-service coordinator _____not clear or don't know

11. Who must make the ultimate decision to rent or purchase?

_____same as above
_____other Who? _____
_____don't know

12. Is any other approval needed? _____yes whose_____
_____no
_____don't know

13. What decision has your organization made with regard to using Minicourses?
_____still under consideration; decision pending.
when do you think a decision would be made? _____
_____have rented
_____will rent
_____have purchased
_____will purchase
_____not planning to rent or purchase
_____why not?_____

14. How would/was rental or purchase be funded?
_____A.V. budget
_____teacher training budget
_____Title III funds
_____Title I funds
_____other Federal funds: (which) _____
_____State funds: (specify)_____
_____other: (specify)_____
_____don't know

15. Have you heard from any teachers who have attended a demonstration
_____yes
Their reactions:
_____enthusiastic
_____favorable
_____so-so
_____didn't like

_____no
_____other remarks_____

16. How long does it take for your district to make a decision to rent/purchase starting from the time discussion is begun?
_____remarks by respondent:_____
_____depends: on what? _____
_____don't know
_____do not want to say

17. Do you feel that your attendance at the demonstration has given you all the information or materials you need to make a decision about using Minicourses?
_____yes
_____no
respondent's remarks _____
_____

* * * * * *

Ask the following questions only if the respondent has indicated funding or budget as a deterrent to Minicourse usage. Otherwise interview terminates at this point.

You mentioned funding or budget as a problem.

18. Is the problem one of source or availability of funding?
_____no (go to question #19)
_____yes: remarks _____
_____

Is your district or school eligible for Federal funds?
_____yes (go to question #19)
_____no (go to question #19)
_____don't know or not sure

Did you get a copy of the yellow paper cover book "Minicourses Work"?
_____yes
_____no

Are you familiar with the chapter on "outside sources for financing Minicourses?"
_____yes
_____no: would you like a copy? _____yes _____no

19. Do you think Minicourses are too expensive?
_____no (go to question #20)
_____yes

Do you know what it costs to purchase a Minicourse?
_____no (tell respondent it's between $1000-$1400)
_____yes _____amt. (if incorrect, tell respondent it's between $1000-$1400)
respondent's remarks _____
interviewers remarks _____

20. Do you feel that the unit cost of training each teacher may be too high?
_____yes
_____no
_____don't know

21. Did you know that the unit cost of training to a school district over a 2-year period, can be roughly $4.00 a teacher?
_____yes
_____no

22. In addition to the problem of purchase or rental cost, would you say that the cost or logistics of installing Minicourse training would be a drawback to their use in your institution?
_____no (go to question #25)
_____not sure (go to question #25)
_____maybe (go to question #25)
_____yes (go to question #23)

23. What are some of these installation problems?
_____respondent's remarks _____
_____
_____not sure or don't know (read off below)
_____VTR equipment availability
_____teacher's released time for training
_____coordinator cost
_____maintenance or continuing costs
_____other: remarks_____

Are you or would you be responsible for any of these operations?
_____yes: which?_____
_____no: who would be?_____

24. Which do you see as the greater problem, the problem of cost or the problems of installation?

_____rental/purchase cost
_____installation

25. The Laboratory has put out a yellow handbook titled "Minicourses Work," which has a comprehensive chapter on step-by-step installation set-up, cost, scheduling and operations.

Do you have a copy or have you seen it?

_____yes
_____no: would you like a copy? _____yes (check mailing address)
_____no

remarks: _____
_____

TABLE 43

Visitors having videotaping equipment available, by Center

	Yes		No	
	#	%	#	%
Los Angeles County (N=1286)	793	62	435	34
Illinois State University (N=1059)	660	62	313	30
Wisconsin Extension (N=1010)	723	72	254	25
Pennsylvania Department of Education (N=577)	422	73	122	21
Teachers College (N=321)	194	60	105	33
District of Columbia Schools (N=201)	137	68	62	31
Floating sites (N=184)	140	76	41	22
Grand Total	3069	66	1332	29

TABLE 44

Requests for information on other Far West Laboratory products as they become available, by Center

	Yes		No		No response	
	#	%	#	%	#	%
Los Angeles County (N=1286)	998	78	117	10		
Illinois State University (N=1059)	730	69	107	10		
Wisconsin Extension (N=1010)	779	79	88	9		
Pennsylvania Department of Education (N=577)	524	91	10	2		
Teachers College (N=321)	252	79	14	4		
District of Columbia (N=201)	176	88	3	1		
Floating sites (N=184)	152	83	2	1		
Grand Total (N=4638)	3643	79	341	7		